

THE FUTURE OF CHIROPRACTIC

Improving the Lifelong Journey for Chiropractors

WFC Global Education Conference • 2026 | Reference & Discussion Handout

THE CENTRAL QUESTION

If the purpose of continuing education is to support safe, effective, evolving practice, how do we move beyond counting participation toward meaningful professional learning and growth?

FOUR ANCHOR SOURCES FOR THE CONVERSATION

1. CE → Lifelong Learning Institute of Medicine (2010) Redesigning Continuing Education in the Health Professions	2. Global Workforce Direction World Health Organization (2024–2026) WHO Academy Strategy: Leading lifelong learning for a healthier world
3. Chiropractic Context World Federation of Chiropractic (2023) 20 Principles	4. Competence + Practice National Board of Chiropractic Examiners (2025) Practice Analysis of Chiropractic 2025

WHAT THE LITERATURE INVITES US TO CONSIDER

Personalized, needs-based learning Learning plans can reflect career stage, patient population, scope of practice, professional goals, practice data, feedback, and identified gaps.

Learning informed by practice The workplace and patient population can become sources of learning and improvement—without making data punitive, intrusive, or burdensome.

Longitudinal learning A single course may raise awareness, but reinforcement, application, feedback, and follow-up can support transfer into practice.

Mentorship, coaching & peer learning Professional growth is individual, but it is also social. Mentorship and peer learning may support development across different career stages.

Reflection connected to action Reflection is most useful when it leads to insight, application, and changed behavior—not simply another documentation requirement.

Competency- and outcome-oriented development The conversation can shift from “How many hours?” toward “What was learned, applied, and demonstrated?” while maintaining feasibility and fairness.

A USEFUL DISTINCTION

Continuing Education can describe participation in educational activities. Lifelong professional learning is broader: identifying needs, learning, applying knowledge and skills, reflecting on results, receiving feedback, and continuing to adapt throughout a career.

The challenge is not to eliminate CE. It is to ask whether our systems help CE become part of a meaningful learning journey.

FROM CONVERSATION TO ACTION

Questions for the profession

DISCUSSION QUESTIONS

Where are we now?

What factors have shaped your own learning—career stage, professional focus, personal factors, practice environment, patient population, regulation, or other influences?

Where are the gaps?

What is the largest gap between meaningful professional growth and required continuing education or lifelong learning?

What should guide learning?

What information should influence a chiropractor's learning plan: personal interest, patient needs, practice data, peer feedback, regulatory priorities—or some combination?

What happens after the event?

How could a one-time CE experience be redesigned so that learning continues after the participant leaves?

How should competence be recognized?

If hours were no longer the primary measure of continuing education, what evidence of learning would be credible, feasible, and fair?

What can each stakeholder do?

What can individuals, educators/CE providers, boards/associations, and the broader profession do to support lifelong learning?

60-DAY COMMITMENT

What is one action you will take in the next 60 days to strengthen lifelong learning—for yourself, your learners, your organization, or the profession?

KEY TAKEAWAY

The goal is continued growth—not simply check-the-box compliance. A future-focused learning system connects individual needs, clinical practice, evidence, professional expectations, and meaningful outcomes across the chiropractor's career.

SELECTED REFERENCES

1. Institute of Medicine. (2010). Redesigning Continuing Education in the Health Professions. National Academies Press.
2. World Health Organization. (2024). WHO Academy Strategy 2024–2026: Leading lifelong learning for a healthier world.
3. World Health Organization. (2025). Proposed programme budget 2026–2027 and health workforce/lifelong learning priorities.
4. World Federation of Chiropractic. (2023). 20 Principles.
5. National Board of Chiropractic Examiners. (2025). Practice Analysis of Chiropractic 2025.
6. Schut, S. M., Cole, M. R., Price, M. R., et al. (2024). Chiropractic residencies and fellowships as continuing education: A review of chiropractic state boards policies. BMC Medical Education, 24, 1338.
7. Alameddine, M., et al. (2022). Learning needs assessments in continuing professional development: A scoping review.
8. Davis, D. A., et al. (2006). Accuracy of physician self-assessment compared with observed measures of competence: A systematic review. JAMA, 296(9), 1094–1102.
9. Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. Advances in Health Sciences Education, 14, 595–621.
10. Sambunjak, D., Straus, S. E., & Marusic, A. (2006). Mentoring in academic medicine: A systematic review. JAMA, 296(9), 1103–1115.

Note: References are provided as a concise evidence base for discussion. The presentation should distinguish documented evidence from discussion prompts, proposed solutions, and participant-generated ideas.