

Report from the 2026 WFC Global Chiropractic Education Conference Advisory Committee

13th WFC Global Education Conference

October 14-17, 2026

Utrecht, The Netherlands



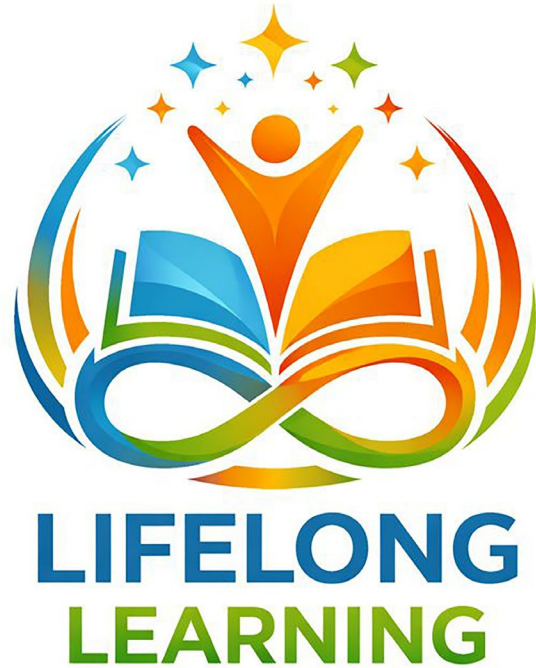
Difference Makers

*People who create a significant, positive change in a situation,
organization, team, or community*

Difference Makers

- **Vision and Proactivity:** They spot opportunities or solutions where others only see obstacles.
- **Empowerment and Compassion:** They uplift, mentor, and inspire the people around them.
- **Positive Attitude:** They have a strong, constructive attitude.
- **Resilience in Complexity:** They handle uncertainty, adapt to changing group dynamics, and drive collaborative solutions.

Thank you to WFC Leadership



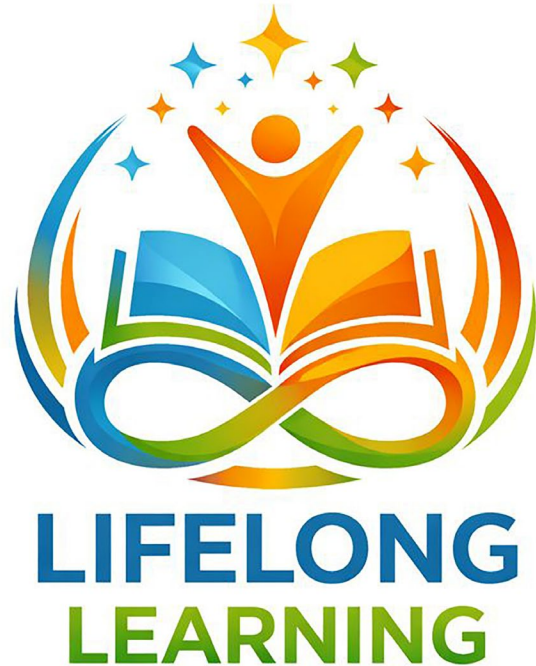
John Maltby

Ryan Coster

Rebekah Wilks

Yi Kai Wong

Thank you to NCA Staff



Karin Kaptein
Annemieke van Tol
Claudia de Groot

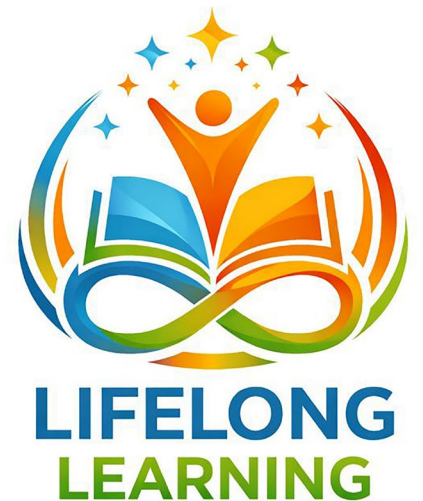
Difference Makers

These people embody the definition of Difference Maker

*Thank you, from the WFC Global Education Conference
Advisory Committee!*

2026 WFC Global Chiropractic Education Conference Advisory Committee

- 32 members (listed in the program)
- 12 countries: Australia, Belgium, Brazil, Canada, Malaysia, the Netherlands, the Philippines, Puerto Rico, South Africa, Spain, the United Kingdom, and the United States
- Input and selection process for program
- Development of the consensus process



CRITERIA FOR SESSIONS

Topics and Contents

- **Relevance and originality:** The topic addresses an important, current, or emerging issue or topic with clear relevance and is of interest and value to chiropractic educators and other stakeholders. Priority is given to novel and/or innovative topics aligned with the conference's annual theme. A focus on the conference theme is preferred but not required.
- **Focus on advancement:** The session aims to advance chiropractic education and/or professional practice. The focus is not solely on providing basic training in established areas, methods, tools, or techniques. Preference will be given to sessions that support the following topics: ongoing professional growth, reflective practice, advanced instructional or assessment strategies, program or student assessment, development of research skills, lifelong learning, educational leadership, or clinical competencies.
- **Regionally appropriate and applicable:** Content can be applied to most geographic regions with education programs and practicing chiropractors, and considers relevant accreditation, licensing, legal, and regulatory requirements for chiropractic education and practice.

Engagement and Format Criteria

- **Interactive activities:** The session must actively engage participants through methods such as facilitated discussion, question-and-answer, small-group activities, and/or hands-on elements, with dedicated time for open dialogue and the exchange of ideas. The majority of the session time must be spent on interaction. Sessions that are primarily lectures will not be considered.
- **Opportunity for discussion:** Sufficient time and structure are included in the session schedule, specifically dedicated to open dialogue and exchange of ideas among attendees.
- **Clear objectives:** The session proposal defines clear goals and measurable learning outcomes and outlines feasible time and delivery methods for the session.
- **Supported by data:** Content is substantiated with empirical data of sufficient quality, which is valid, reliable, and from reputable sources, such as peer-reviewed publications. Innovative or emerging approaches are welcome, provided they are grounded in a sound rationale, and clearly articulated learning outcomes. The underlying premises must be supported by evidence and demonstrate a need for the session.
- **Target audience:** The format and content are designed with the specific needs and backgrounds of the target audience. The primary stakeholders for this chiropractic education conference are chiropractic educators. The secondary audience includes other stakeholders interested in chiropractic education.
- **Community building:** The session clearly outlines how it will foster collaboration among the participants during the session and includes strategies for networking beyond the session.
- **Feasible Plan:** The session outline is clear and provides topics, sequencing, and time allocation that are reasonable and feasible within the proposed time allocation.
- **Practical and applicable:** The session provides practical applications that enable the target audience to apply the knowledge and skills learned upon returning to their work environments.
- **Educational integrity:** Sessions are educational in nature and free from commercial promotion (e.g., no "infomercials.") The session does not promote one product, institution, or solution. Any potential conflicts of interest are clearly disclosed in the proposal form.

Development Quality Process

Quality Criteria for Conference Sessions

Advisory Committee developed clear criteria for what would and would not be allowed in the sessions.

Workshop/Session Proposal Form

A form was created based on the criteria, for people to submit session proposals.

Standardized Grading Rubric

A grading rubric was based on the quality criteria and was used by the advisory committee to judge proposals. Selected proposals that did not meet the criteria were given a chance to revise and resubmit for further evaluation.

CRITERIA FOR SESSIONS

WORKSHOP PROPOSAL FORM

Submit form to Brighthall.inc@gmail.com no later than June 1, 2026

Workshop Title: 25 words or fewer.	
Abstract: a short 250-word description aimed at the conference attendees. If accepted, this wording will be included in the program to explain the workshop.	
What is the primary theme of this workshop? (e.g., conference theme? or another topic? If another, state it here.	
Primary workshop audience: Describe the people who will most benefit from attending this workshop. (e.g., administration, faculty members, practicing chiropractors, policy makers, etc.)	
Specific Learning Objectives. List of skills that attendees will gain from this workshop.)	By the end of the presentation, the attendee will be able to...
Outline: Provide an outline of the workshop. Include estimated timing for each section. Clearly explain the interactive components and how participants will engage with them.	
Proposal presenter/Primary contact person, Name	
A short 150-word explanation of the relevant expertise of this speaker on the workshop topic. Explain how this speaker is qualified to give this workshop.	
Affiliation/College/Organization	
Country	
Email	
Phone	
Co-Presenter Name	
Name:	
A short 150-word explanation of the relevant expertise of this speaker on the workshop topic. Explain how this speaker is qualified to give this workshop.	
Affiliation/College/Organization:	
Country	
Email:	
Phone:	
Co-Presenter Name	
Name:	
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CRITERIA FOR SESSIONS

WORKSHOP PROPOSAL FORM

Submit form to Brighthall.inc@gmail.com no later than June 1, 2026

Workshop Title

Abstract: a short summary of the conference attendance included in the

What is the primary focus of the conference the

Primary workshop most benefit from administration, policy makers,

Specific Learning gain from this workshop

Outline: Provide estimated time for interactive content with them.

Proposal presenter

A short 150-word speaker on the qualified to give

Affiliation/College

Country

Email

Phone

Co-Presenter Name

Name:

A short 150-word speaker on the qualified to give

Affiliation/College

Country

Email:

Phone:

Co-Presenter Name

Name:

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Affiliation/College

Country

Email:

Phone:

PROPOSAL GRADING RUBRIC

1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor, 5 = Missing	SCORE
Workshop Topics and Contents	
Relevance and originality: The topic addresses an important, current, or emerging issue or topic with clear relevance and is of interest and value to chiropractic educators and other stakeholders. Priority is given to novel and/or innovative topics aligned with the conference's annual theme. A focus on the conference theme is preferred but not required.	
Focus on advancement: The workshop aims to advance chiropractic education and/or professional practice. The focus is not solely on providing basic training in established areas, methods, tools, or techniques. Preference will be given to workshops that support the following topics: ongoing professional growth, reflective practice, advanced instructional or assessment strategies, program or student assessment, development of research skills, lifelong learning, educational leadership, or clinical competencies.	
Regionally appropriate and applicable: Content can be applied to most geographic regions with education programs and practicing chiropractors, and considers relevant accreditation, licensing, legal, and regulatory requirements for chiropractic education and practice.	
Engagement and Format Criteria	
Interactive activities: The workshop must actively engage participants through methods such as facilitated discussion, question-and-answer, small-group activities, and/or hands-on elements, with dedicated time for open dialogue and the exchange of ideas. The majority of the workshop time must be spent on interaction. Workshops that are primarily lectures will not be considered.	
Opportunity for discussion: Sufficient time and structure are included in the workshop schedule, specifically dedicated to open dialogue and exchange of ideas among attendees.	
Clear objectives: The workshop proposal defines clear goals and measurable learning outcomes and outlines feasible time and delivery methods for the workshop.	
Supported by data: Content is substantiated with empirical data of sufficient quality, which is valid, reliable, and from reputable sources, such as peer-reviewed publications. Innovative or emerging approaches are welcome, provided they are grounded in sound rational and clearly articulated learning outcomes. The underlying premises are supported by evidence and demonstrate a need for the workshop.	
Target audience: The format and content are designed with the specific needs and backgrounds of the target audience. The primary stakeholders for this chiropractic education conference are chiropractic educators. The secondary audience includes other stakeholders interested in chiropractic education.	
Community building: The workshop clearly outlines how it will foster collaboration among the participants during the session and includes strategies for networking beyond the session.	
Feasible Plan: The workshop outline is clear and provides topics, sequencing, and time allocation that are reasonable and feasible within the proposed time allocation.	
Practical and applicable: The workshop provides practical applications that enable the target audience to apply the knowledge and skills learned upon returning to their work environments.	
Educational integrity: Workshops are educational in nature and free from commercial promotion (e.g., no "infomercials.") The workshop does not promote one product, institution, or solution. Any potential conflicts of interest are clearly disclosed in the workshop proposal form.	
Speaker Criteria	
Speaker quality: The proposed workshop speakers have expertise and experience in presenting on the topic. Each speaker has a reputable background and professional presence (e.g., professional representation on social media platforms, publications, etc.)	
Speakers from a variety of affiliations: The speaker team should have a variety of affiliations and regions. Preference will be given to workshop proposals with a team of speakers from more than one affiliation or academic institution to promote interregional participation and collaboration.	

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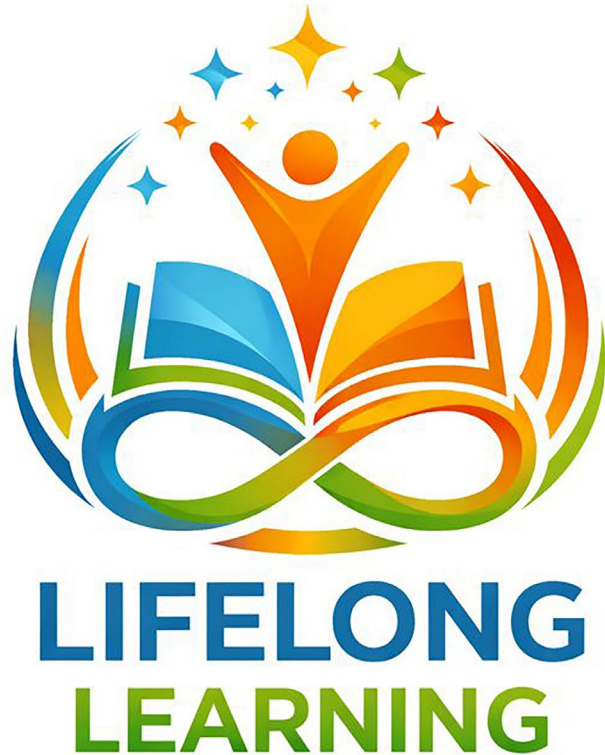
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Standardized Grading Rubric

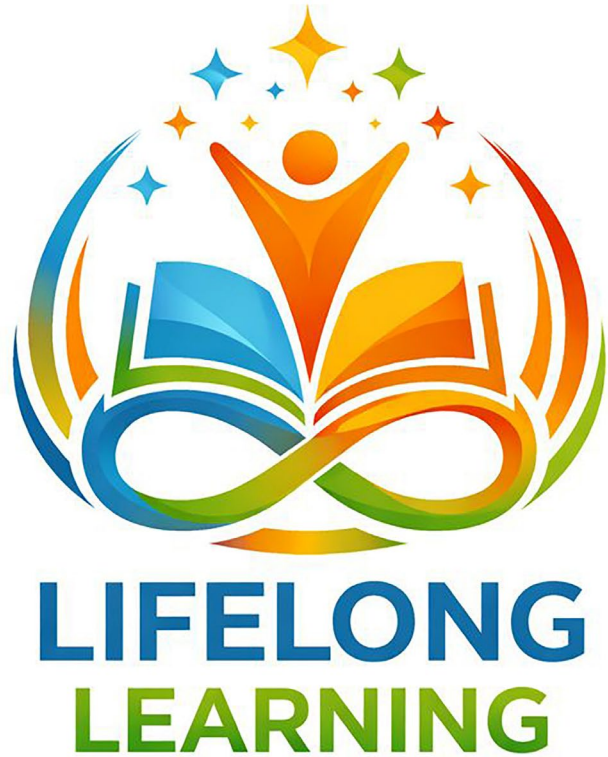
A grading rubric was based on the quality criteria and was used by the advisory committee to judge proposals. Selected proposals that did not meet the criteria were given a chance to revise and resubmit for further evaluation.

Program has something for everyone



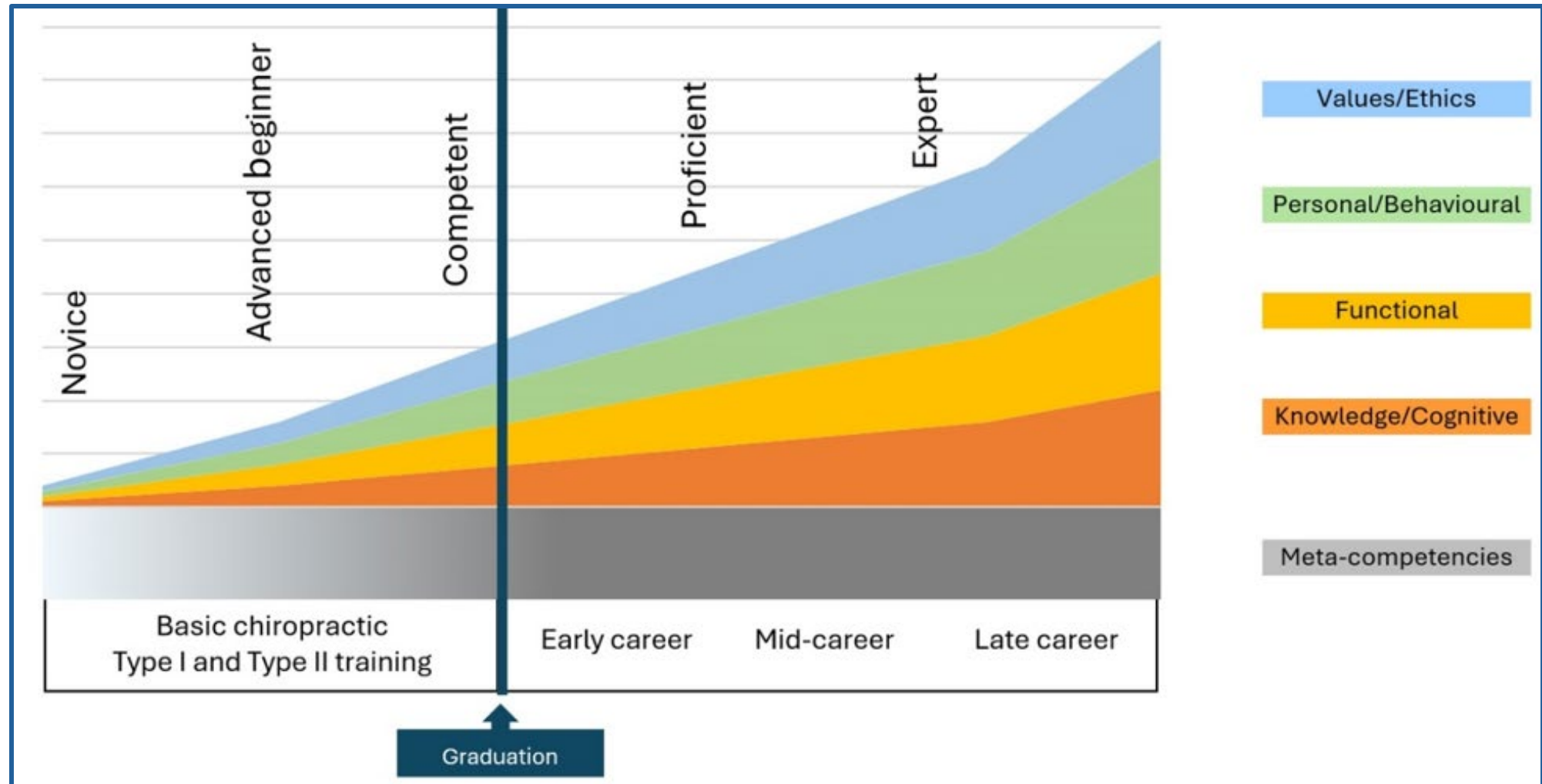
- Academics
- Practicing chiropractors
- Sponsors
- Public officials
- Regulators
- Accreditors
- Students

The Program “Curriculum”



- Starts out with knowledge
- Moves to skill building
- Evolves to application
- Ends with reflection
- Gets more complex as you go

Lifelong Learning Spectrum



Each of us can contribute to the future

- Participate in the sessions
- Engage in the consensus process
- Make new connections

I challenge you to

- Learn one new knowledge tidbit or skill at this conference and use it when you return to work.

Chiropractic is stronger when we work together

Vele handen maken licht werk



"Many hands make light work"