

Lifelong Learning: Building a Consensus Statement for the Chiropractic Profession

International consensus statement from a modified-Delphi process



Facilitators

- Danica Brousseau, Université du Québec à Trois-Rivieres
- Bart Green, National University of Health Sciences
- Mayda Serrano, Federación Latinoamericana de Quiropráctica
- Patricia Tavares, Canadian Memorial Chiropractic College
- H Garrett Thompson, Logan University



Disclosures

- We have no conflicts of interest relevant to this presentation



Why Are We Here?



- Learn about the consensus process used at these conferences
- Update on this year's consensus process on lifelong learning
- Develop a list of infrastructure and resources that are needed to support lifelong learning for chiropractors

WFC Education Conference Consensus Process

- Began in year 2000
- Seed statements generated by a small committee during the conference
- Attendees commented on the statements at the end session and voted
- Non-actionable vote within a procedural deadlock
- Same process used for the next 24 years



2026 Consensus Process: "Lifelong Learning"

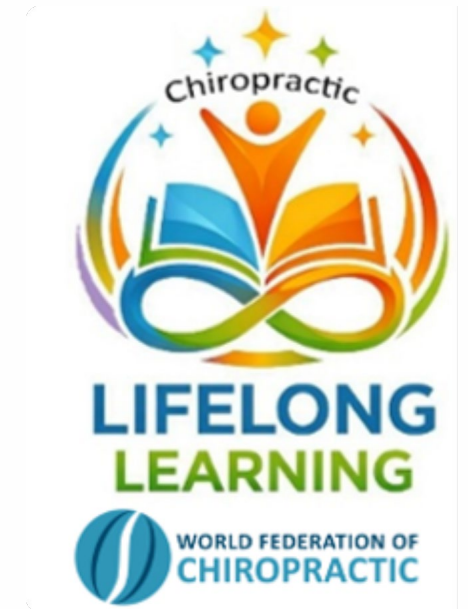
- Continue the tradition of consensus
- Make more engaging - before, during, after
- Use meeting time to build the product
- Post-meeting opportunity for public comment
- More formal process
- Publish the consensus in a peer-reviewed journal



Lifelong Learning Competencies for the Chiropractic Profession: International Consensus Statement from a Modified-Delphi Process

Lifelong Learning

"The process of gaining knowledge and skills throughout your life, often to help you do your job properly."





Objectives

Identify core competencies essential for lifelong learning for members of the chiropractic profession

Describe

- knowledge
- skills
- behaviors
- values

should continue to develop throughout a career

Recommend infrastructure and action steps to implement them

Preparatory Literature Review on Chiropractic and Lifelong Learning

PubMed, Embase, Index to the Chiropractic Literature, and CINAHL

Developed with assistance of health sciences librarian

December 2025

("education, continuing"[MeSH Terms] OR ("education"[All Fields] AND "continuing"[All Fields]) OR "continuing education"[All Fields] OR "education continuing"[All Fields] OR ("education, continuing"[MeSH Terms] OR ("education"[All Fields] AND "continuing"[All Fields]) OR "continuing education"[All Fields] OR ("lifelong"[All Fields] AND "learning"[All Fields]) OR "lifelong learning"[All Fields]) OR (("continual"[All Fields] OR "continually"[All Fields] OR "continuance"[All Fields] OR "continuation"[All Fields] OR "continuations"[All Fields] OR "continue"[All Fields] OR "continued"[All Fields] OR "continuer"[All Fields] OR "continuers"[All Fields] OR "continues"[All Fields] OR "continuing"[All Fields] OR "continuities"[All Fields] OR "continuity"[All Fields] OR "continuous"[All Fields] OR "continuously"[All Fields]) AND ("prof dev phila"[Journal] OR ("professional"[All Fields] AND "development"[All Fields]) OR "professional development"[All Fields])) OR ("education, continuing"[MeSH Terms] OR ("education"[All Fields] AND "continuing"[All Fields]) OR "continuing education"[All Fields] OR ("continuing"[All Fields] AND "education"[All Fields])) AND "chiroprac*"[All Fields]

Preparatory Literature Review on Chiropractic and Lifelong Learning

Results

What's Cool About This!



- Our profession has nothing like this
- You get to make it happen
- It will be internationally relevant
- It will be publicly disseminated
- It will be a published outcome from the conference
- Everyone who participates will be recognized
- Anyone can use it

Methods: Registration and Ethics

Study Registration

Study protocol prospectively registered **January 1, 2026**, on Open Science Framework Registration

Ethics Approval

Study exempted by the **National University of Health Sciences Research Ethics Board/Committee (RS2601)**



All participation is voluntary and informed consent obtained from all participants prior to involvement

Selection of Steering Committee and Panelists

33 Advisory Executive Planning
Committee members

- 38 Academic leaders invited
- See program for the committee

12 Countries



Selection of Panelists

That's YOU!

Registrants of the WFC 2026
Global Education Conference

The panel represents the global
chiropractic profession



Preparatory Research

Search of the wider health professions literature on lifelong learning concepts

01

Clarify Research Question

02

Inform Conceptual Framework

03

Essential Topics & Authoritative Literature

04

Create Draft of Competencies

05

Steering Committee Reviewed Draft

Modified-Delphi Consensus Process

STEP 1 — BEFORE THE CONFERENCE

Registrants = Panelists

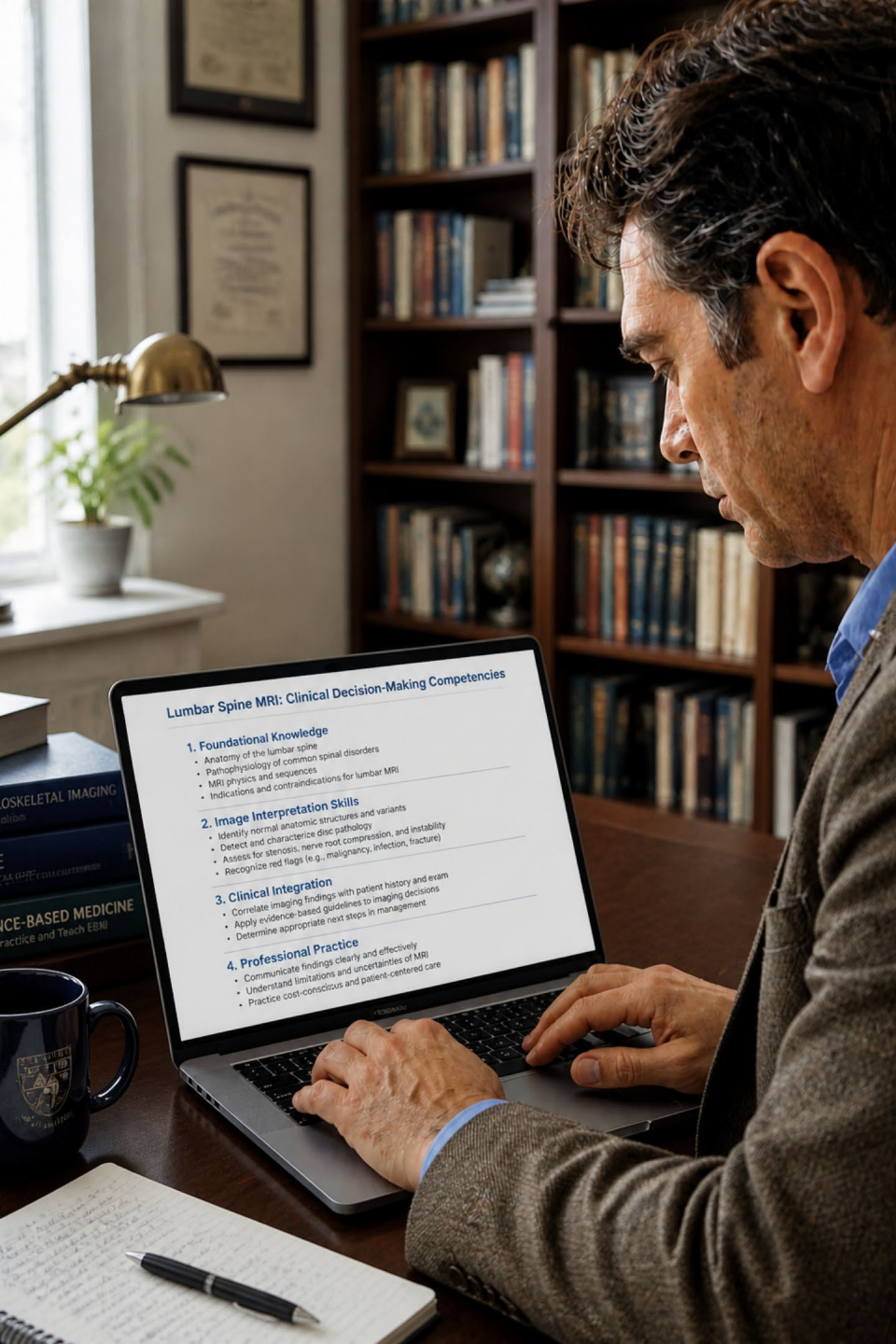
Invited to rate competencies for their relevance to lifelong learning

4-Point Likert Scale

Those with the highest ratings included in the second round

Agreement Threshold

Agreement level of 80% required for a competency statement to advance through the consensus process



Current Employment

 Practice setting: Private practice	40.00%	28
 Practice setting: Group private practice	12.86%	9
 Practice setting: Hospital or integrated healthcare setting	7.14%	5
 Academic: Educator/instructor at an academic institution	42.86%	30
 Academic: Administrator or Staff at an academic institution	20.00%	14
 Research: Researcher at an academic institution	25.71%	18
 Research: Researcher not at an academic institution	2.86%	2
 Regulatory entity	7.14%	5
 Accreditation entity	10.00%	7
 Student	7.14%	5
 Retired	0%	0
 Business relevant to chiropractic	2.86%	2
 Association or political body	18.57%	13
 Other if not listed above (please specify)	11.43%	8
Total		146

Key Findings

Universal strong agreement on lifelong learning competencies

Across all 19 competency domains surveyed...

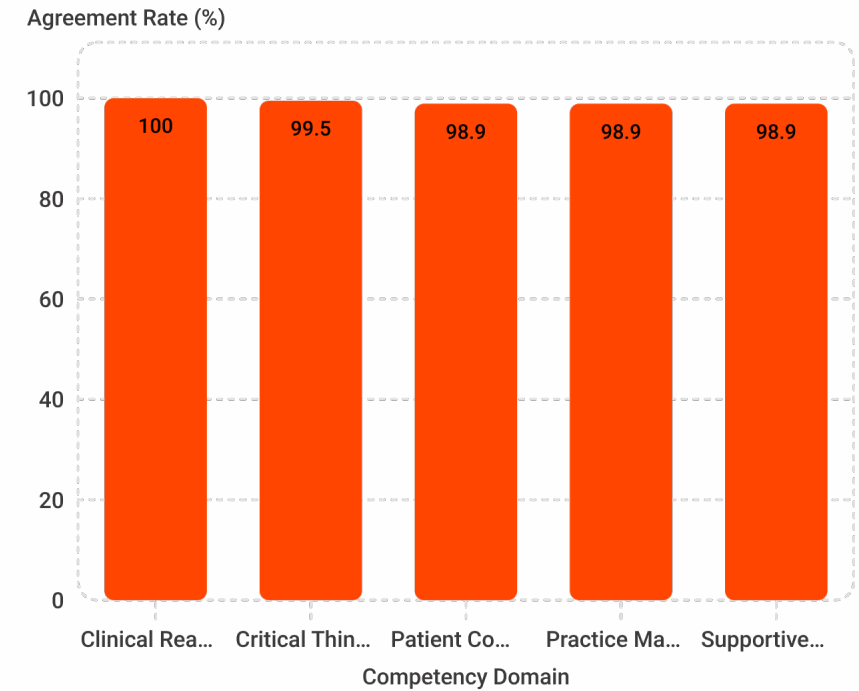
Overwhelming consensus on the importance of lifelong learning for chiropractors

Agreement rates (strongly agree plus agree) ranged from 98.9% to 100%

Highest rating was for clinical reasoning ability (100%)

Strongest consensus emerged around core clinical skills

Even competencies with slightly lower strong-agreement rates, such as practice management (66.7% strongly agree) and supportive therapies (54.0% strongly agree), still achieved near-universal overall agreement



Key Findings

Universal strong agreement on lifelong learning competencies

This remarkable consistency across diverse professional roles and demographics indicates that the chiropractic community shares a unified vision of continuous professional development as essential to competent practice.



Modified-Delphi Consensus Process

STEP 2 – SECOND ROUND

Focused on resources needed for chiropractors to engage in lifelong learning

11 resource statements were developed from Round 1 by collating comments from the survey responses

All conference delegates and advisory committee members invited

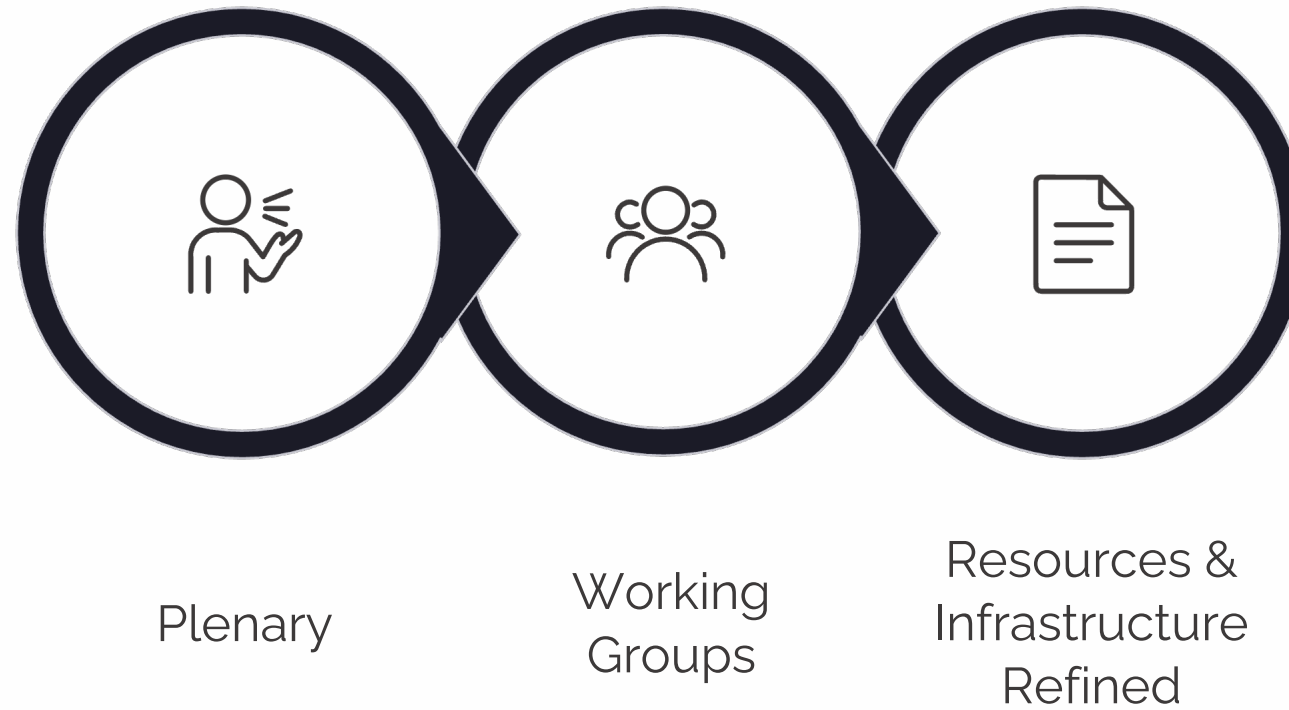


"How important is this resource, infrastructure, or support for enabling chiropractors to be lifelong learners?"

1. Individual Learner Capacity and Responsibility
2. Professional Organizations and Associations
3. Academic Institutions
4. Learning Opportunities and Information Resources
5. Digital and Technology Infrastructure
6. Evidence and Knowledge Resources
7. Educators and Human Support
8. Organizational Support and Learning Culture
9. Tools for Assessment, Reflection, and Feedback
10. Regulatory and Professional Infrastructure
11. Financial, Logistical, and Equity Supports

Modified-Delphi Consensus Process

STEP 3 – DURING THE CONFERENCE



Today!



Workshop

Makuri Island Nation

Chiropractic Lifelong Learning Initiative

Respond to a Request for Proposals (RFP)

- The Makuri Island Nation has a new licensing law for chiropractors
- They want to inculcate lifelong learning as part of the chiropractic profession's culture
- Not sure how to do it
- They have disseminated a RFP to attract interested parties to design their new system
- Your group will respond to the RFP to develop an inventory of resources and infrastructure needed to support lifelong learning amongst The Makuri Nation's chiropractors

Respond to RFP: Step 1

- Break into groups of 8-10
- Create roster with LEGIBLE printed names and a signature
- Select a note taker (use the facilitator's laptop)
- Read the RFP and complete Step 1 as a group
- You have 10 minutes
- Select a spokesperson
- You will then come back to large group to share your proposed intervention

Respond to RFP: Step 1 Debrief

- Report back to large group your idea for an intervention
- Receive questions and feedback from colleagues
- Group facilitator observations of group process

Respond to RFP: Steps 2-4

- Go back to small group
- Work on Steps 2-4
- Use the team proposal self-rating scale to refine your proposal
- Be sure to save all of your work on the facilitator's laptop.
- *Your list of resources and infrastructure MUST be on the facilitator's laptop. This is a key output from the conference!!!!!!*

Respond to RFP: The Pitch

- Large Group
- Each group spokesperson will make a pitch to Prime Minister Ayame Kintsu
- Receive feedback from colleagues
- Discuss observations about resources and infrastructure





Congratulations!

You all get 1,000,000 Makuri Shisha!



Objectives Met!

Identify core competencies essential for lifelong learning for members of the chiropractic profession

Describe

- knowledge
- skills
- behaviors
- values

should continue to develop throughout a career

Recommend infrastructure and action steps to implement them

Thank you for your
outstanding participation!

