



## NEWS RELEASE -

# THE BARCELONA COLLEGE OF CHIROPRACTIC FULLY ENDORSES WFC/ACC CONFERENCE EDUCATION CONSENSUS STATEMENTS

The Barcelona College of Chiropractic (BCC) is very happy to announce that, at a recent meeting of its Board of Governors, it was unanimously decided to offer unwavering support and enthusiastic endorsement of the WFC/ACC's educational consensus statements (1) developed at the recent 2018 World Federation of Chiropractors/Association of Chiropractic Colleges (WFC/ACC) Education Conference.

The 2018 WFC/ACC Education Conference, held between the 24th and 27th of October, took place at the prestigious BMA House in the centre of London, and was guided by the statement, "***Empowered to Teach, Inspired to Learn: Creating Excellence in Chiropractic Education***". Both the Principal of the BCC, Dr. Adrian Wenban and the Head of Research, Dr. Pablo Perez, attended and presented at the the conference. The proceedings from the conference, which included 3 platform presentations of work developed by 6 different BCC staff members, the abstracts of which have recently been published (2) in the peer-reviewed journal indexed with PubMed and called the *Journal of Chiropractic Education* (<http://www.journalchiroed.com>), can be accessed via the following link - <http://www.journalchiroed.com/doi/full/10.7899/JCE-18-18>

Over the last 18 months the BCC, and several other colleges of chiropractic, came under some criticism for choosing not to provide their endorsement to a brief set of Educational Statements developed by a minority consortium of chiropractic colleges. The BCC chose not to endorse that set of 8 statements because it mixed educational standards with practice standards. Instead the BCC has chosen to embrace the WFC/ACC educational consensus statements, with the understanding that they provide a more comprehensive list of 10 statements, which resonate well with the BCC's commitment to a competency based curriculum and to empowering students to become life long learners.

## **Below is a full list of the WFC/ACC Education Consensus Statements -**

1. To align with advancements in health care education, training of chiropractors should move towards the inclusion of a competency-based model of teaching and learning.
2. Competencies of chiropractic students should reflect the public's expectations of health care providers and equip them to work inter-professionally in the fields of public health, disability and rehabilitation.
3. Chiropractic education should require demonstration of competencies to deliver skilfully constructed clinical encounters, including use of positive context, inclusion of empathic language and attentive listening.
4. Chiropractic education programs have an ethical obligation to support an evidence-based teaching and learning environment.
5. Embedded technology allows for a range of learning methods and preferences to be accommodated for all types of learners and learning styles. These should be factored into the delivery of curricula and competency assessment.
6. Modern learners in health care education encounter significant psychological challenges. Academic communities should proactively address mental health literacy, remove stigma and provide appropriate support and access to services.
7. The chiropractic community has a lifelong need for mentorship, particularly during periods of transition, notably new students, graduate to practitioner and mid-career shifts in roles and responsibilities. A range of mentorship frameworks should be developed to establish peer networks, inter-professional collaboration and greater opportunities for engagement.
8. Chiropractic educational programs should prioritise faculty empowerment through a process of continuing professional development. This may take the form of evidence-based teacher training, regular appraisal, scholarly activity and student feedback.
9. Educational providers should work collaboratively with a range of stakeholders, including professional organisations and regulatory agencies, to champion the concept of lifelong learning.
10. Public confidence in chiropractic educational standards may be enhanced by global consistency in accreditation and assessment. By meeting public expectations, the reputation of the profession may be improved as a result of a strong identity to drive cultural authority.

## **ABOUT THE BCC**

The Barcelona College of Chiropractic is a public-university affiliated private college who's programme of study, a full-time 5 year programme, is accredited by the European Council on Chiropractic (ECCE). The BCC, by way of

collaborative agreements, works closely with the UPF in co-teaching and co-directing a programme of study leading to a Master en Quiropractica (A Master Propio awarded by Spain's leading public university, the UPF).

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## References

1.) [https://www.wfc.org/website/images/wfc/London\\_EdConference\\_2018/2018\\_Consensus\\_Statements.pdf](https://www.wfc.org/website/images/wfc/London_EdConference_2018/2018_Consensus_Statements.pdf)

2.) 2018 World Federation of Chiropractic/Association of Chiropractic Colleges Education Conference Proceedings. Journal of Chiropractic Education. 2018;32(2):160-162.

## LIST OF BCC PLATFORM PRESENTATIONS DELIVERED AT THE 2018 LONDON WFC/ACC CONFERENCE

### ***1.) Grit and chiropractic students' academic performance: A cross-sectional study***

*Elina Pulkkinen, Pablo Martínez, Pablo Pérez de la Ossa*

### ***2.) Clinical risk management by interns and supervisors in a chiropractic teaching clinic in Spain***

*Adrian Wenban, Daniel Ranz, Pablo Martinez, Rodney Pendarvis*

### ***3.) Utility and acceptance of repetitive use of multi-source feedback by chiropractic interns***

*Pablo Peréz de la Ossa, David Ranz, Rod Pendarvis, Elina Pulkkinen, Adrian Wenban*

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