

The Asia Charter for Chiropractic



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Purpose

The purpose of The Asian Charter for Chiropractic is to promote reciprocal relationships that create synergy among signatory institutions, associations, and governments to bring practical, scientific, academic and cultural benefits to all in the field of chiropractic.

General Understanding

Each signatory will look towards the possibilities of:

Ongoing academic exchanges enhancing Scholars to value their opportunities;

Externship experiences for students that will enrich the learning process and allow Learners to value highly their training;

Cross-national exchange evident and supported by shared intellectual property and scholarship; and

Developing cross-national chiropractic science in its various forms.

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Charter

"Health care is a basic human right. I want to ensure our health systems leave no one behind"

Obijiofor Aginam M.Law, PhD; Deputy Director, International Institute for Global Health, United Nations University, Shibuya-ku: 2018

"Chiropractic care to optimise health is a basic human right"

Phillip Ebrall DC, PhD, PhD(Cand) and Donald McDowall DC; PhD(Cand), Southern Cross University, Gold Coast: 2018

Conventional chiropractors ¹ are custodians of the art, science and philosophy of chiropractic as founded in 1895 ² by Daniel David Palmer and named in the Spring or Summer of 1896 ³ as 'chiropractic' by Rev. Samuel Weed, ⁴ a patient along with his wife and daughter of DD.

Conventional chiropractors are responsible for continuously enriching this tradition with ethical inquiry, reporting, teaching and application.

Conventional chiropractors are dedicated to naturally improving the Quality of Life, in all persons.

Rights and Responsibilities

All persons have the right to be informed in an ethical manner of chiropractic and its facets of clinical practice, education and science. Individuals have the responsibility to seek further information as they may consider relevant.

All persons have the right to privacy and the responsibility of disclosure relevant to their interaction with chiropractors.

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1. Ebrall P, Murakami M, Rome P. The conventional intellectual strand of chiropractic: A critical analysis with constructive criticism. J Philos Prin Prac Chiropr 2019: in submission
 2. Palmer DD. Text book of the science, art and philosophy of chiropractic for students and practitioners. Portland: Portland Printing House Company 1910:11.
 3. Keating Jr. JC. D. D. Palmer's Lifeline. Phoenix: National Institute of Chiropractic (n.d.):7, personal archives.
 4. Weed SH. The Chiropractor [Letters] 1905;1(5):16,17.

All persons have the right to freedom from discrimination and the responsibility to treat others with mindfulness and ethical consideration.

All persons have the right to transparency about matters of their health and wellbeing and the responsibility to accept or reject advice sought by them and given in an educated, ethical manner.

In addition to these rights and responsibilities:

The rights of chiropractic learners in matters of education are to be informed, led, corrected and assessed in a transparent and ethical manner and their responsibility is to act with ethics, transparency and kindness;

The rights of chiropractic practitioners are to be informed, independent, self-governing participants in the national health system with the responsibility to act in accord with Government validation and regulation; and

The rights of chiropractic scientists are responsible and ethical freedom of inquiry and reporting with the responsibility to act with ethics, transparency and kindness.

Notes:

Chiropractic is a complex process of health care that represents a paradigm of individual responsibility for health and well-being contextualised to the community it services and provided in a structured manner honouring Daniel David Palmer's founding principles within a conventional, evidence-based context.

Chiropractic exists both within and for society. In order for chiropractic to contribute to realising a more affluent human society through sound growth and development, chiropractors must comply with ethical norms to strictly control their own conduct, while fulfilling their obligation of accountability to society and consciously taking part in building and maintaining sound relationships between chiropractic and society, as well as with policy and decision makers.

Ethics for chiropractors also constitute a basic framework whereby society can demonstrate its understanding of chiropractic and seek dialogue with chiropractors. Institutional and individual adherence to this Charter is essential, both to ensure the quality of chiropractic care and for chiropractors to gain and hold the trust and respect of society at large.

The practice of chiropractic in a contemporary context is considered conventional when it honours the intellectual foundation of DD Palmer in an evidence-informed manner.

The praxis of chiropractic is science in the forms of scholarship and clinical practice. This Charter encompasses both and addresses each.

This Charter may be adopted by any chiropractic individual, group, association, institution or statutory body as a means to guide behaviours for the good of the communities served by chiropractors, and for those communities where chiropractic is emerging. The *Key Principle* aligns with Universities Australia ⁵ as "*freedom of staff and students to teach, research, debate and learn independent of external political circumstance and pressure*".

5. University leaders reaffirm longstanding commitment to founding ideals. UniversitiesAustralia 7 November 2018 <https://www.universitiesaustralia.edu.au/Media-and-Events/media-releases/University-leaders-reaffirm-longstanding-commitment-to-founding-ideals#.W-JWy1L3UJ>

Attributions

The purpose of this Charter is to contribute to the prevention of disease and the enhancement of health of all people by developing chiropractic as a respected profession.”⁶

This Charter is a digest of concepts and ideas from the following sources which are acknowledged and appreciated:

- a the Mission Statement of the Japan Chiropractic Register; ⁶
- b the Statement Code of Conduct for Scientists, Revised Version 2013, of the Science Council of Japan; ⁷
- c Accreditation/Certification Documents 2013, International Agency for Chiropractic Evaluation (IACE); ⁸
- d principles aligned with the Council on Chiropractic Guidelines & Practice Parameters (CCGPP) published as Best Practice clinical reports in the peer-reviewed, indexed literature; ⁹
- e the WHO guidelines on basic training and safety in chiropractic, 2005, World Health Organisation (WHO); ¹⁰
- f the International Framework for Chiropractic Education Accreditation 2016, of the Councils on Chiropractic Education International; ¹¹
- g the Competency Standards for Graduating Chiropractors 2017, of the Council on Chiropractic Education Australasia, ¹²
- h the Global Spine Care Initiative, ¹³ and
- i the Chiropractic Vertebral Subluxation, Parts 1 to 10, Simon Senzon (J Chiropractic Humanities 2018). ¹⁴

Chiropractic educational institutions and those individuals associated with them may subscribe to this Charter, as may individual chiropractors.

Philosophical construct

The philosophical construct of this Charter respects the quadrant notion of integral world-views given for chiropractic by Senzon, ¹⁵ requiring congruence in each of four quadrants: a clear mind; use of objective measures of behaviours; objective measures of attainment; and engagement with local community with a culture of communication and cooperation among all with whom we engage.

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- 6. Japan Chiropractic Register. Mission Statement 2014 <http://www.chiroreg.jp/english2.html>
 - 7. Science Council of Japan. Code of Conduct for Scientists 2013. <http://www.scj.go.jp/ja/info/kohyo/pdf/kohyo-22-s168-1.pdf>
 - 8. International Agency for Chiropractic Evaluation. Accreditation/Certification Documents 2013 https://www.internationalchiropractic.org/uploads/3/0/8/9/30896939/accreditation_certification_documents.pdf
 - 9. Clinical Compass. Evidence, Education, Empowerment nd <http://clinicalcompass.org/clinical-guidelines>
 - 10. World Health Organisation. Guidelines on basic training and safety in chiropractic 2005 <http://www.who.int/medicines/areas/traditional/Chiro-Guidelines.pdf>
 - 11. Councils on Chiropractic Education International. The International Framework for Chiropractic Education Accreditation 2016 https://docs.wixstatic.com/ugd/787ac5_6526e48cbea84feaa3fc961513579189.pdf
 - 12. Council on Chiropractic Education Australasia. Competency Standards for Graduating Chiropractors 2017 http://www.ccea.com.au/files/1015/0450/1916/CCEA_Accreditation_and_Competency_Standards_2017.pdf
 - 13. Haldeman S, et al. The Global Spine Care Initiative: World Spine Care executive summary. European Spine Journal (2018) 27 (Suppl 6):S776–S785 <https://doi.org/10.1007/s00586-018-5722-x>
 - 14. Senzon SA. The chiropractic vertebral subluxation (Parts 1-10). J Chiropr Humanities. 2018;25C:10 -168
 - 15. Senzon SA. Constructing a philosophy of chiropractic: evolving worldviews and postmodern core. J Chiropr Hum 2011 Dec;18(1):39–63 DOI [10.1016/j.echu.2011.10.001]



Non-discrimination

This Charter is exempt from guidance on issues of ability-discrimination on the primacy of public safety recognising that the concern of regulatory bodies is *“to provide for the protection of the public by ensuring that only health practitioners who are suitably trained and qualified to practise in a competent and ethical manner are registered”*.¹⁶

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Conduct

Responsibilities and Commitments

To varying degrees, the responsibilities and commitments of chiropractic educators, scientists and practitioners are:

1. To recognise they are responsible for assuring the quality of the specialised knowledge and skills that they themselves create, and for using their expert knowledge, skills and experience to contribute to the health and welfare of humankind, the safety and security of society and the sustainability of the global environment;
2. To always make judgments and to act with honesty and integrity, endeavouring to maintain and improve their own expertise, abilities and skills, and making the utmost effort to scientifically and objectively demonstrate the accuracy and validity of the knowledge they create through learning;

16. Health Practitioner Regulation National Law Act 2009. 3 Objectives and guiding principles (2) a 1 August 2018 <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-045#sec.3-oc.2>

3. To recognise they are responsible for answering to the wishes of society to understand and speak truths;
4. To disclose and actively explain the roles and significance of their scholarly activity evaluating the possible effects of their work on people, society and the environment as well as the growth in learners that their activity will engender;
5. To build a constructive dialogue with chiropractic learners through the spectra of Pre Professional Learning, Continuing Professional Learning, Science, and Clinical Practice;
6. To act with integrity according to the spirit of this code in drafting, planning, implementing, and reporting their own scholarly activities;
7. To recognise the importance of establishing and maintaining fair work environments and to work continuously to improve the quality of these environments;
8. To always act in an educationally enlightened manner to prevent misconduct;
9. To respect the dignity and rights of individuals within their environment to safeguard and give proper consideration to their welfare;
10. To treat animals with all due care and respect;
11. To constructively criticise the activities of other's scholarly practice including research and to humbly listen to the criticism of others, and exchange opinions with an attitude of sincerity;
12. To properly give credit to others' intellectual findings and achievements, as well as respecting the honour and intellectual property rights of others;
13. To participate actively in mutual assessment among others in the chiropractic community, particularly in their field of expertise;
14. To participate actively in dialogue and exchange with citizens, for better mutual understanding between society and the chiropractic community;

15. To work to provide advice effective for policy making to persons involved in the planning and determination of policies. On such occasions, scholars shall aim to give advice based on consensus among their academic community, and, when differences of opinion exist, shall offer explanations that are easy to understand;
16. To lead learning with the objective of contributing to learner welfare, and offer fair assessment based on objective and subjective evidence;
17. To at all times be aware of the gravity of the impact their statements may make on others and to not abuse their authority;
18. To make maximum efforts to ensure quality in their advice and at the same time clearly explain the uncertainty associated with chiropractic knowledge as well as the diversity of opinions;
19. To offer academic advice to persons who plan or decide on policy and recognising that while scholarship is something to be duly respected in the process of creating policy, it is not the only basis on which policy decisions are made. In the event that a policy decision is made that diverges from the advice of the chiropractic community, scholars shall request, as necessary, accountability to society from the policy planner and/or decision maker;
20. To observe all laws, regulations, and relevant rules in their activities, including the implementation and use of institutional and other funds relevant to their activities;
21. To respond to others fairly on a scholarly basis, respecting individual freedom and character, and not discriminating against individuals based on race, gender, status, ideology and beliefs, or religion; and
22. To pay sufficient heed to the presence of conflicts of interest between individuals and organisations, or between different organisations, and properly address problems paying all due attention to the public interest. [return to contents](#)



Practice

Chiropractic Practice will be conducted with regard to the Responsibilities and Commitments given in this Charter. The purpose is to guide chiropractic engagement with the community towards high quality of care considered as best practice for a specific jurisdiction.

Statement of Expectation: Practice

This Charter's expectation of practicing chiropractors is aligned with that of

- a the WHO understanding that the chiropractic adjustment of subluxation is a defining characteristic of chiropractic; ¹⁰
- b the Global Spine Care Initiative *"to improve lives in underserved communities through sustainable, integrated, evidence-based spine care"*; ¹³
- c the understanding of subluxation within conventional chiropractic as documented by Senzon (2019, J Chiropr Hum) ¹⁴
- d the WFC understanding that a chiropractor is *"a health care profession[al] concerned with the diagnosis, treatment and prevention of disorders of the neuromusculoskeletal system and the effects of these disorders on general health"*; ¹⁷
- e the IACE understanding that a chiropractor is capable with all *"knowledge, skills and attitudes necessary to practice in a competent, ethical vertebral subluxation-centred"* manner; ⁸
- f the Palmer understanding that a chiropractor is the *"primary care professional for spinal health and well-being"*, ¹⁸

17. World Federation of Chiropractic. Definitions of chiropractic accessed 10 January 2019 https://www.wfc.org/website/index.php?option=com_content&view=article&id=90&Itemid=110&lang=en

18. Palmer University. About accessed 10 January 2019 <https://www.palmer.edu/about-us/what-is-chiropractic/>

- g the CCEI understanding that the practice of chiropractic is a *“balance of cognitive function [the] acquiring and using knowledge to solve real-life problems; an integrative function using biomedical and psychosocial data in clinical reasoning; a relational function; communicating effectively with patients and colleagues; and affective/moral function; the willingness, patience, and emotional awareness to use these skills judiciously and humanely”*; ¹¹ and
- h the CCEA expectation that a chiropractor will apply research to *“support professional development and lifelong learning”*. ¹²

and states:

A practicing chiropractor will lead and measure the spinal health and wellbeing of a community in a particular field of practice with the attitudes, habits, cognitive skills, and psychomotor skills essential to the ethical practice of conventional vertebral subluxation-centred chiropractic in a manner of continuous quality improvement and in a lawful manner for the purpose of enhancing functioning life-years in all persons.

Notes:

A chiropractor is a person who has earned the privilege of independent practice as a chiropractor. A Chiropractic Specialist is a chiropractor who has attained an additional defined qualification. The use of a specialist post-nominal is an earned academic entitlement and outside the prescription of a Nation or its agents.

Chiropractic Practice Assistant

A Chiropractic Practice Assistant is engaged independently by a chiropractor or a legal chiropractic entity such as a clinic and whose work conditions are the responsibility of the employer in accord with local law and regulations.

It is the responsibility of the employer to inform a Chiropractic Practice Assistant of this Charter and elements relevant to their conduct while representing chiropractic to the profession, the Nation and its agencies, and the public.

It is expected that the employer will implement and provide structured learning and measurements of attainment relevant to the agreed duties.

Chiropractic Clinical Assistant

A Chiropractic Clinical Assistant is engaged independently by a chiropractor or a legal chiropractic entity such as a clinic and whose work conditions are the responsibility of the employer in accord with local law and regulations.

It is expected a Chiropractic Clinical Assistant will have some degree of training in chiropractic, ideally as an engaged learner in a program of Pre Professional Learning - Chiropractic.

It is expected that the employer will implement and provide structured learning and measurements of attainment relevant to the agreed duties.

A Chiropractic Clinical Assistant can only act in accord with local regulations and may not purport to be a Chiropractor nor provide any therapeutic intervention considered the responsibility of the Chiropractor.

Chiropractor [Specialty]

A Chiropractor [specialty] is a Chiropractor who has completed a formal program of Continuing Professional Learning - Chiropractic in a specialty field.

The specialty fields of chiropractic practice recognised by The Charter are:

- a ageing (Ageing)
- b adolescent health (Adol)
- c chiropractic philosophy (ChioprPhl)
- d clinical diagnostic imaging (ClinDI)
- e clinical learning (ClinLrn)
- f clinical neurology (ClinNeuro)
- g clinical nutrition (ClinNut)
- h general practice [GenPractice]
- i maternal and child health (MaternChild)
- j sports performance [SportsPerf]

Learning volume, Chiropractor [Specialty]

The application of the AQF volume of learning for graduate education allows the following volumes for Continuing Professional Learning Chiropractic in any clinical speciality:

- a Graduate Certificate [GCert]: 0.5 year full time equivalent (FTE) typically delivered part-time as 2 courses per term over 1 calendar year or as quarter time, 1 course per term over 2 calendar years;
- b Graduate Diploma [GDip]: a Graduate Certificate plus 0.5 year FTE typically delivered part-time as 2 courses per term over 1 calendar year or as quarter time, 1 course per term over 2 calendar years;
- c Master [M] of [specialty]: a Graduate Diploma plus 1 course in research methods, one course in scholarly writing, plus a thesis relevant to the [specialty] demonstrating a body of knowledge that includes the extended understanding of recent developments in a discipline and its professional practice and knowledge of research principles and methods applicable to the discipline and its professional practice;
- d Doctor [D] of [specialty]: a Master plus an original contribution to the knowledge, understanding and practice of chiropractic in one or more forms to make a significant and original contribution to knowledge as a significant and original contribution to knowledge in the context of professional chiropractic praxis. [return to contents](#)





Science

Science will be conducted by Chiropractors with regard to the Responsibilities and Commitments given in this Charter. The purpose is to direct the chiropractic science engagement supported by an institution to attain quality considered as global best practice in the generation and dissemination of chiropractic knowledge with understanding.

Statement of Expectation: Science

This Charter's expectation of facilitators of chiropractic science and of Chiropractic Scientists is aligned with that of

- a the WHO to lead and measure the attainment of knowledge, understanding, attitudes, habits and psychomotor skills relevant to the safe practice of chiropractic,
- b the IACE to ensure learning produced in accord with this charter is delivered in an environment informed by research and its many methods,
- c the CCEA to generate and apply science as research and practice to *"support professional development and lifelong learning"*,
- d the understanding of Real-World Evidence as held by the National Academies of Sciences, Engineering, and Medicine,¹⁹
- e an acknowledgment of the methods of measuring the impact of research using conventional and alternative metrics.²⁰

19. National Academies of Sciences, Engineering, and Medicine 2019. Examining the Impact of Real-World Evidence on Medical Product Development: Proceedings of a Workshop Series. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25352>.

20. Niehaus WN, Silver JK, Katz MS. The PM&R Journal Implements a Social Media Strategy to Disseminate Research and Track Alternative Metrics in Physical Medicine and Rehabilitation. AmJ Phys Med Rehab. 2018;•October <https://doi.org/10.1016/j.pmrj.2017.12.003>

and states:

A chiropractic educational institution will lead, support and performance-manage its scientists in the discovery of knowledge and its understanding to improve attitudes, habits and psychomotor skills essential to the ethical practice of conventional vertebral subluxation-centred chiropractic, across a field of the basic and clinical sciences and related health topics within the context of contemporary healthcare and chiropractic professional theory, evidence and practice.

Notes:

Within the domain of chiropractic, science activity occurs in both Pre Professional and Continuing Professional Education programs and leads to publication primarily in the peer-reviewed, indexed health literature.

Chiropractic Research Assistant

A Chiropractic Research Assistant is a member of an institution's team not qualified in chiropractic but usually with a qualification in a field of relevance and who assists a Chiropractic Researcher to undertake planned and measured research activities leading to known, specific destinations in a variety of environments including a laboratory, library, and clinical practice.

Chiropractic Researcher

A Chiropractic Researcher is a chiropractor holding or undertaking a formal research qualification relevant to chiropractic and capable of undertaking supervised research activities.

Chiropractic Scholar

A Chiropractic Scholar is a chiropractic academic who has completed or is undertaking research training at a higher degree at Master or Doctoral level and who in addition to actively contributing to the learning activities of the institution contributes regularly to the knowledge of the profession as measured by publication in the peer-reviewed, indexed literature at a rate of 2 or so papers per year.

Attainment of the rank of Chiropractic Scholar requires a minimum of 5 years continuous full or part-time activity as a Chiropractic Academic and/or Chiropractic Lead Learner and a minimum of 25 publications indexed in the peer-reviewed literature. Following the attainment of 100 peer-reviewed, indexed papers the continuing publication requirement lapses.

Learner Attainment, Research

An Institution holds the responsibility to manage its research learners to meet the agreed KPI for the learner's individualised research program. Within PPL-C the expectation is for 1 case report drawn from the learner's supervised practice and submitted for consideration to publish with shared authorship with the learner's supervisor.

Within CPL-C the KPIs of attainment vary to reflect the agreed nature of the program. In programs at Doctoral level the thesis would be about 80,000 words with a minimum of 3 papers published in the peer-reviewed, indexed literature.

A Doctoral Thesis may be constructed as an agglomeration of Case Reports by the author allowing consilience about a common presentation with a minimum of 2 Case Reports published in the peer-reviewed, indexed literature. The thesis will be accompanied by a critical literature review of relevance and substance.

Attainment must also be demonstrated for each of the required courses for Methods and Writing.

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Education

Chiropractic education recognised by this Charter is that which is compliant with the WHO “Category IA - full chiropractic education.”¹⁰ Education delivered at this level is termed Pre Professional Learning, Chiropractic (PPL-C) and is consistent with the requirements established in those countries where government regulations have been enacted:

“Based upon this education, chiropractors practise as primary-contact health care providers, either independently or as members of health care teams at the community level within health care centres or hospitals”.

There is an emphasis on manual techniques, including joint adjustment and/or manipulation, with a particular focus on subluxations.”¹⁰

Statement of Expectation: Education

This Charter’s expectation of providers of chiropractic education is aligned with that of:

- a the WHO understanding that the chiropractic adjustment of subluxation is a defining characteristic of chiropractic;
- b the Global Spine Care Initiative “*to improve lives in underserved communities through sustainable, integrated, evidence-based spine care*”;
- c the understanding of subluxation within conventional chiropractic as documented by Senzon (2019, J Chiropr Hum)
- d the WFC understanding that a chiropractor is “*the spinal health care expert in the health care system*”;

- e the IACE understanding that a chiropractor is capable with all *“knowledge, skills and attitudes necessary to practice in a competent, ethical vertebral subluxation-centred”* manner;
- f the Palmer understanding that a chiropractor is the *“primary care professional for spinal health and well-being”*,
- g the CCEI understanding that the practice of chiropractic is a *“balance of cognitive function [the] acquiring and using knowledge to solve real-life problems; an integrative function using biomedical and psychosocial data in clinical reasoning; a relational function; communicating effectively with patients and colleagues; and affective/moral function; the willingness, patience, and emotional awareness to use these skills judiciously and humanely”*; and
- h the CCEA expectation that a chiropractor will apply research to *“support professional development and lifelong learning”*.

and states:

A chiropractic educational institution will lead and measure the attainment of knowledge, understanding, attitudes, habits and psychomotor skills essential to the ethical practice of conventional vertebral subluxation-centred chiropractic, with a core of understanding in the basic and clinical sciences and related health topics within the context of contemporary chiropractic educational and professional theory, evidence and practice.

Notes:

Education is the instilling of knowledge based on the principles of reason and empirical proof that is assiduously built up over time. Access to education is a basic human right and chiropractic education is a privilege to deliver and receive. A complete chiropractic education constitutes an irreplaceable common global asset. Chiropractic education is a complex act that filters and delivers knowledge in a contextualised, structured manner and creates new evidence-based knowledge within the chiropractic paradigm of health and well-being.

Chiropractic education exists both within and for society. Therefore, chiropractic education based on academic freedom and the subjective judgments of scholars only gains social recognition once premised upon public trust and the mandate of the people. Here, the word ‘scholars’ refers to scientists who research and teach by engagement in activities that create new knowledge and then use and apply it with wisdom in the field of chiropractic, regardless of which institution they associate with.

Educators engaged in such intellectual activities enjoy the prerogative to pursue truth under academic freedom based on their own expert judgments, independent of the interests of specific authorities or institutions; as experts they also bear a grave responsibility to respond to the mandate given them by society at large. Especially in the modern world, where educational activities and their results exert a vast and profound influence on all humanity, society demands that scientists always make ethical judgments and engage in ethical actions. There are also societal demands for the role that should be played by scientists as educators in the development process for policy and public opinion.

Furthermore, in order for education to contribute to realising a more affluent human society through sound growth and development, educators must establish ethical norms to strictly control their own conduct, while fulfilling their obligation of accountability to society and consciously taking part in building and maintaining sound relationships between science and society, as well as with policy and decision makers.

Ethics for educators also constitute a basic framework whereby society can demonstrate its understanding of chiropractic and seek dialogue with chiropractors. Institutional and individual adherence to these ethical principles and standards is essential, both to ensure the quality of chiropractic education and for individual educators and their institutional communities to gain and hold the trust and respect of society at large.

The Chiropractic Institution is a legal entity capable of supporting and delivering a structured program of chiropractic learning. It must be able to evidence its status on request in an environment relevant to this Charter.

A chiropractic institution and its representatives, agents and associates will be compliant with the responsibilities and commitments of this Charter.

This Charter recognises that chiropractic education is jurisdiction-specific and reflects the capabilities required to allow granting of practice privileges by law in the jurisdiction of the institution's domicile.

This Charter requires that the attainment of a jurisdiction-specific capability as a chiropractor will allow enablement as a chiropractor within the Nation in which the first professional-entry certification is granted.

Chiropractors wishing to relocate to another jurisdiction are responsible for attaining the credentials including language capability to allow recognition in that jurisdiction from an institution delivering such jurisdiction-specific credentials in that jurisdiction.

This Charter supports free movement across borders by learners of chiropractic and holds that it is the responsibility of a receiving chiropractic educational institution to assess the capability of an applicant student enrolled with an institution elsewhere and compliant with this Charter and to work towards granting credit against its own attainment measurements where credit is sought and on documentation of the applicant's attainment to allow appropriate advance standing and then seamless continuation to graduation.

Within the domain of chiropractic education the activity is andragogy, as distinct from pedagogy, the education of children. Chiropractic education is for persons of a legal age.

Distinction is made between competency and capability. Competency is the ability to perform a task to a certain level, capability the higher level of knowing when and how to apply competency. Competencies are appropriate for

technical activity where practice is under another's direction, while capability attainment is the hallmark of professional education where practice is independent.

Each Nation has the responsibility to set the entry-level capabilities for chiropractors in their jurisdiction and holds the authority to measure these.

An Institution holds the responsibility to prepare its graduates to meet the professional entry-level capabilities required of its jurisdiction of domicile. An institution is reasonably expected to conduct an exit assessment to certify satisfactory and complete attainment against the pre-determined outcomes of its program of Pre Professional Learning.

A graduate chiropractor is responsible for undertaking any additional learning required to meet the entry-level capabilities of any jurisdiction to which they wish to apply for practice privileges. At the very least this will require demonstration of capability with the legislation enabling chiropractic practice in that jurisdiction and with its language of legislation and practice.

A formal qualification in chiropractic is one to allow practice in accord with a Nation's laws and/or regulations.

The minimum level of chiropractic education to be offered to a person meeting the entry-level capabilities for the professional practice of chiropractic and actively practicing in any Nation will be a structured micro-credential stackable to form a formal qualification from a recognised educational institution. Education delivered at this level is termed Continuing Professional Learning, Chiropractic (CPL-C).

A provider is any person, group, organisation or institution acting legally and in compliance with this Charter.

The 'volume of learning' is the metric applied within the Australian Qualifications Framework (AQF) ²¹ and describes *"the breadth and depth of the knowledge, skills and application of the knowledge and skills determined for a qualification and define the complexity of the qualification"*. It must fall within the range provided in the descriptor for the qualification type (p63) and attain specific learning outcomes.

Nugent's ²² notion of 4,200 hours ²³ for a chiropractic education program is dismissed as a historical artefact from the 1940s, although perpetuated by some. ^{24, 25} The contemporary conventional chiropractic curriculum as described in this Charter requires a minimum of 5,000 quantified learner engagement hours which may extend towards 6,000 depending on clinical specialty. The point of entry to independent practice is specific to each individual learner and a judgement made by the chiropractic institution.

21. Australian Qualifications Framework. 2e January 2013 <https://www.aqf.edu.au/sites/aqf/files/aqf-2nd-edition-january-2013.pdf>

22. Nugent JJ. Canadian Memorial College. Chiropr J 1945;Oct:15

23. Gibbons RW. Chiropractic's Abraham Flexner: The Lonely Journey of John J. Nugent, 1935-1963. Chiropr Hist 1985;6:45-51

24. The Council on Chiropractic Education. CCE Accreditation Standards. Principles, Processes & Requirements for Accreditation http://www.cce-usa.org/uploads/1/0/6/5/106500339/2018_cce_accreditation_standards.pdf

25. WHO guidelines on basic training and safety in chiropractic 2005:9 (4.3) <http://www.who.int/medicines/areas/traditional/Chiro-Guidelines.pdf>

Chiropractic learners must hold a Class I Medical Certificate which requires the highest standards for vision, hearing, equilibrium, and general physical condition with an exceptionally good health history with no evidence of organic and nervous diseases or mental disorders.²⁶ It is expected a learner *“should expect to devote the same amount of time to full-time study as you would to a full-time job (i.e. an average of approximately 40 hours per week)”*.²⁷

The total hourly volume of learning to allow entry to the profession of chiropractic extrapolates to a range of about 8,000 to 10,000 hours of learner commitment. The granting of Independent practice privileges may be considered when a learner demonstrates *“systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice”*.²⁰

On the basis of a 50/50 distribution between independent learner-led hours in an ‘anywhere-anytime’ mobile environment, and structured learning hours designed and managed by the institution it is expected to engage a learner for a minimum of 5,000 structured hours. The institution determines how this is best divided between face-to-face contact and independent structured engagement on the basis all hours are structured and quantified with measured attainment to attain quality outcomes for Pre Professional Learning in Chiropractic. The Learner is required to invest an equal amount of their own time to comprehend, consolidate and enhance capability.

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26. Airline Captain Position Description. 2018 https://www.avjobs.com/careers/detail.asp?Job_Title=Pilot&Category=In%20Flight&Related=Airline%20Captain&RecID=2

27. How many hours a week do I need to be at University? The University of Adelaide 2018 https://student.ask.adelaide.edu.au/app/answers/detail/a_id/1143/~/_/how-many-hours-a-week-do-i-need-to-be-at-university%3F





Attainment

Attainment is the measured position against known objectives and is conducted in Chiropractic Education with regard to the Responsibilities and Commitments given in this Charter. These standards are guides for active continuous engagement by a chiropractic educational institution with its learners at both Pre and Continuing Professional Level.

Learner attainment is an incrementally expressed measurement of outcomes in Chiropractic Learners guided by Chiropractic Academics, Lead Learners, and Scholars. Attainment is demonstrated in a formative manner in real-time. Progression through the sequence of courses which constitute a program of Pre Professional Learning in Chiropractic and of all learning objects in a program of Continuing Professional Learning in Chiropractic is documented by collected records of formative attainments at the ascending levels of Learning Object, Subject, Course and Program.

From time to time they are to be benchmarked against those of like minded chiropractic educational institutions with a view to mutual improvement.

The intent is to direct the chiropractic learning engagement provided by an institution towards a shared quality of assessment considered as global best practice.

Statements of Expectation: Attainment

This Charter's expectation regarding attainment in Pre Professional Learning - chiropractic states:

Attainment in Pre Professional Learning in chiropractic will be documented with regard to the responsibilities and commitments of this charter, will respect and value the privacy of all persons engaged with the measurement and reporting of attainment, and be undertaken in a formative manner for the purpose of attaining competency and then in a summative manner for the purpose of confirming capability with all skills identified in this Charter as relevant to the lawful practice of chiropractic in a safe, ethical manner.

This Charter's expectation regarding attainment in Continuing Professional Learning - chiropractic states:

Attainment in Continuing Professional Learning in chiropractic will be documented with regard to the responsibilities and commitments of this charter, will respect and value the privacy of all persons engaged with the measurement and reporting of attainment, and be undertaken in a formative manner for the purpose of attaining and demonstrating capability with all specific skills identified in this Charter as relevant to the advanced, lawful practice of chiropractic in a safe, ethical manner.

This Charter's expectation regarding attainment in a specialty field of chiropractic states:

Attainment in a specialty field of chiropractic will be documented with regard to the responsibilities and commitments of this charter, will respect and value the privacy of all persons engaged with the measurement and reporting of attainment, and be undertaken in a formative manner for the purpose of attaining capability and then in a summative manner for the purpose of confirming attainment of specialty skills identified in this Charter and congruent with a specialty practice of chiropractic in a safe, ethical manner.

This Charter's expectation regarding attainment in chiropractic science states:

Attainment in chiropractic science will be documented by peer-reviewed, indexed publication and through attainment of advanced science-related qualifications. Processes will respect and value the privacy of all persons engaged with the measurement and reporting of science, and be celebrated in a respectful, ethical manner.

Notes:

This Charter's Objective is aligned with that of the *Science Council of Japan* and the Japan Chiropractic Register and views chiropractic science as a process that develops new knowledge to the benefit of the public community by recognising that:

- a the WHO Training and Safety Guidelines consider the chiropractic adjustment and various manual therapies are central components of a chiropractor's treatment options;
- b the CCEI sees chiropractors as habitually and judiciously using "*communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community being served*"; and

- c the CCEA sees chiropractors as practicing *“professionally, ethically and legally with safety and efficacy with the application of evidence-based practice as the primary consideration in all aspects of chiropractic practice”*.

The principles underpinning the measurement of attainment are modelled on those of the AQF, previously given and in PPL-C require demonstration of consistent attainment with the AQF Specifications for a Master Degree. In general terms the successful demonstration of attainment against individual capabilities at all levels will be evidence of demonstration of coherent learning outcome.

In particular, for entry to the profession a chiropractic learner will demonstrate capability with:

- a cognitive skills to demonstrate expert understanding of theoretical knowledge and to reflect critically on that theory and practice;
- b cognitive skills and use of intellectual independence to think critically, evaluate existing knowledge and ideas, undertake systematic investigation and reflection on theory and practice to generate original knowledge;
- c expert technical and creative skills applicable to the field of chiropractic;
- d communication skills to explain and critique theoretical propositions, methodologies and conclusions;
- e communication skills to present cogently reports of original research in a manner understandable by representatives of the community;
- f skills to design, write, analyse, theorise and communicate a Case Report that makes an original contribution to health knowledge and/or professional practice.

The principles underpinning the measurement of attainment are modelled on those of the AQF, previously given and in PPL-C require demonstration of consistent attainment with the AQF Specifications for Graduate qualifications (GCert, GDip, M, D) for CPL-C. In particular, for staged attainment in elements of CPL-C to earn speciality recognition a chiropractor learner will demonstrate capability with:

- a expert, specialised cognitive, technical and research skills in a discipline area;
- b capability with engagement in critical reflection, synthesis and evaluation;
- c the development, adaptation and implementation of research methodologies to extend and redefine existing knowledge or professional practice in the relevant specialty of chiropractic;
- d disseminating and promoting new insights to peers and the community; and
- e generation of original knowledge and understanding to make a substantial contribution to chiropractic of a discipline or a speciality in chiropractic.

All attainment will demonstrate the application of knowledge and skills:

- a with intellectual independence;
- b with initiative and creativity in new situations and/or for further learning;
- c with full responsibility and accountability for personal outputs;

- d to plan and execute original inquiry with the ongoing capacity to generate new knowledge, including in the context of professional practice and its specialties.

From time to time they are to be reviewed with the enabling Nation with a view to continuous quality improvement in the Nation's health care sector and regard to the practice of chiropractic and equity of public access.

An informed application of the principles of the AQF removes the multiplicity of metrics used in lesser schemes of programmatic accreditation by focussing on the domains of knowledge and application. This Charter considers knowledge as competency and application as capability and the requirements are modified from the AQF:

Competency: expert, specialised cognitive, technical and research skills in chiropractic with attainment demonstrated independently and systematically:

- a engaging in critical reflection, synthesis and evaluation;
- b developing, adapting and implementing research methodologies to extend and redefine existing chiropractic knowledge and professional practice;
- c disseminating and promoting new insights to peers and the community; and
- d generating original knowledge and understanding to make a substantial contribution to chiropractic knowledge and practice.

Capability: the application of knowledge and skills to demonstrate autonomy, authority of knowledge, judgement, adaptability and responsibility as an expert and leading chiropractic practitioner or scholar.

Within the domain of Continuing Professional Learning in Chiropractic the competencies and capabilities are specific and stackable so as to allow advancement to the rank of clinical practitioner in a specialised field or in scholarship.

The Charter holds individual privacy in the highest regard and will only release a summary statement that a student 'has met all of the Institution's requirements to confer eligibility to [i] apply to enter the chiropractic profession as an independent chiropractic practitioner' and [ii] to practice as a specialty chiropractor.

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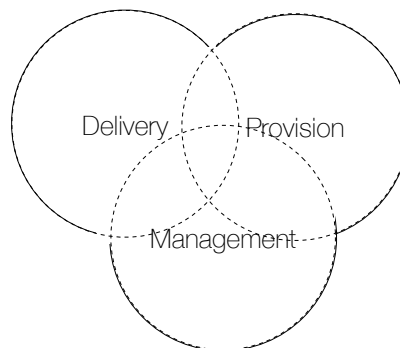
Technology

This Charter recognises that Chiropractic Learners are representative of typical health sciences students and similarly value individualised and flexible learning experiences.²⁸

This Charter recognises technology has rapidly evolving and distinct roles in the conduct of chiropractic education. These include and are not limited to:

- a the delivery of learning;
- b the management of learning and attainment;
- c the management of clinical engagements; and
- d the provision of clinical data for science purposes.

It is acknowledged these roles are interlinked and that effective application is interdependent with dissolved boundaries:



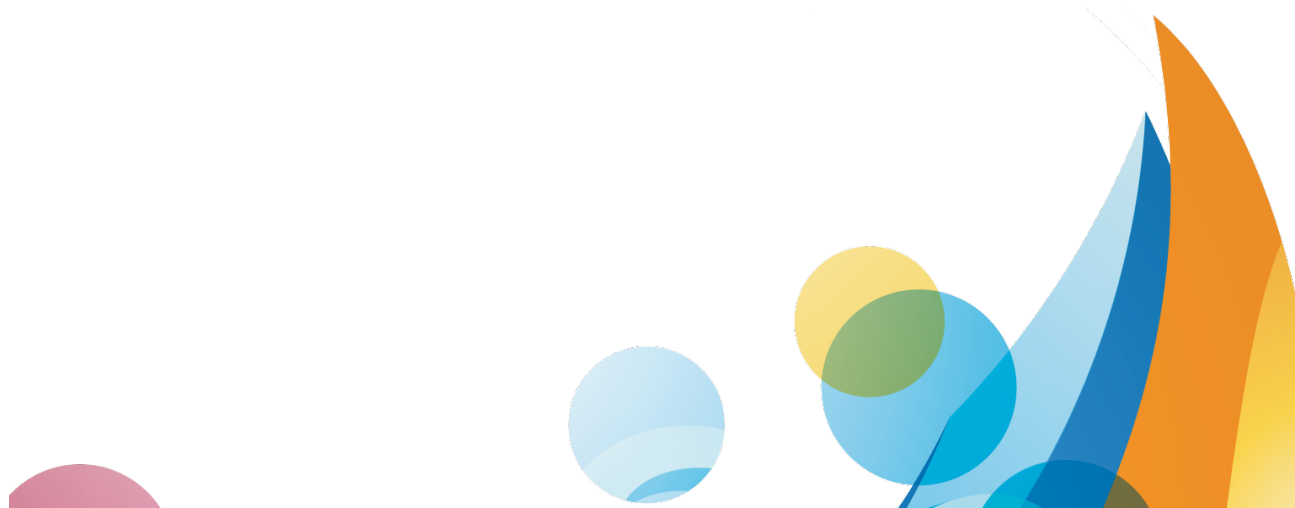
28. Chan M. [Reporter] Personalised approach key to better health students' results. The Australian Postgraduate Magazine 23 November 2018. The Australian Newspaper Wednesday, 7 Nov 2018:30

Statement of Expectation - Technology

This Charter's expectation regarding Technology in Chiropractic states:

The application of technology within chiropractic is to be embraced with regard to the responsibilities and commitments of this charter, and will respect and value the privacy of all persons engaged its use and application. Institutions are responsible for creating and maintaining a flexible framework for the use of technology and will be supportive of creative applications across all domains of learning, research, clinical practice and attainment.

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Oaths

Chiropractic Oath of Learning

Today, I [state name], in the presence of all gathered now state that as a new learner of chiropractic, I solemnly promise that I will to the best of my ability attain the capabilities that will allow me to enter the profession of chiropractic.

I recognise that learning the practice of chiropractic is a privilege with which comes considerable responsibility and I will not abuse my position as a learner.

I will learn chiropractic with integrity, humility, honesty, and compassion, working with my fellow learners and my leaders to meet the needs of my institution.

I shall never intentionally do or administer anything to the overall harm of my fellows.

I will not permit considerations of gender, race, religion, political affiliation, sexual orientation, nationality, or social standing to influence my duty of care to my fellows.

I will oppose policies of both my institution and of other agencies that breach human rights and will not participate in them. I will strive to change those that are contrary to my personal ethics and will work towards a fairer distribution of chiropractic learning resources globally.

I will assist my institution to make informed decisions about me that coincide with its own values and beliefs and will uphold institutional confidentiality.

I will recognise the limits of my knowledge and seek to maintain and increase my understanding and skills throughout my student life. I will acknowledge and try to remedy my own mistakes and honestly assess and respond to those of others.

I will seek to promote the advancement of chiropractic learning through active engagement with science.

I make this declaration solemnly, freely, and upon my honour.

Signed:

Dated:

Witnessed:

Chiropractic Practitioner Oath

Today, I [state name], in the presence of all gathered now state that as a doctor of chiropractic, I solemnly promise that I will to the best of my ability serve humanity, caring for those seeking optimal wellbeing through the methods in which I am trained.

I recognise that the practice of chiropractic is a privilege with which comes considerable responsibility and I will not abuse my position.

I will practise chiropractic with integrity, humility, honesty, and compassion, working with my fellow doctors and other colleagues to meet the needs of my patients.

I shall never intentionally do or administer anything to the overall harm of my patients.

I will not permit considerations of gender, race, religion, political affiliation, sexual orientation, nationality, or social standing to influence my duty of care.

I will oppose policies in breach of human rights and will not participate in them. I will strive to change laws that are contrary to my profession's ethics and will work towards a fairer distribution of health resources.

I will assist my patients to make informed decisions that coincide with their own values and beliefs and will uphold patient confidentiality.

I will recognise the limits of my knowledge and seek to maintain and increase my understanding and skills throughout my professional life. I will acknowledge and try to remedy my own mistakes and honestly assess and respond to those of others.

I will seek to promote the advancement of chiropractic knowledge through supporting my institution and contributing to teaching and science.

I make this declaration solemnly, freely, and upon my honour.

Signed:

Dated:

Witnessed:

Chiropractic Educator Oath

Today, I [state name], in the presence of all gathered now state that as a chiropractic educator, I solemnly promise that I will to the best of my ability serve all learners and care for those seeking knowledge and understanding with the wisdom I carry.

I recognise that the practice of chiropractic education is a privilege with which comes considerable responsibility and I will not abuse my position.

I will lead learning with integrity, humility, honesty, and compassion, working with my fellow educators, doctors and colleagues to meet the needs of my students.

I shall never intentionally do or administer anything to the overall harm of my students.

I will not permit considerations of gender, race, religion, political affiliation, sexual orientation, nationality, or social standing to influence my duty of care.

I will oppose policies in breach of human rights and will not participate in them. I will strive to change laws that are contrary to my profession's ethics and will work towards a fairer distribution of health resources.

I will assist my students to make informed decisions that coincide with their own values and beliefs and will uphold their confidentiality.

I will recognise the limits of my knowledge and seek to maintain and increase my understanding and skills throughout my professional life. I will acknowledge and try to remedy my own mistakes and honestly assess and respond to those of others.

I will seek to promote the advancement of chiropractic knowledge through supporting my institution and contributing to teaching and science.

I make this declaration solemnly, freely, and upon my honour.

Signed:

Dated:

Witnessed:

Chiropractic Scientist Oath

Today, I [state name], in the presence of all gathered now state that as a chiropractic scientist, I solemnly promise that I will to the best of my ability serve humanity and with the wisdom I carry I will care for those seeking knowledge and understanding about chiropractic.

I recognise that the practice of science is a privilege with which comes considerable responsibility and I will not abuse my position.

I will inquire with integrity, humility, honesty, and compassion, working with my fellows, doctors and colleagues to meet the needs of the public I serve.

I shall never intentionally do or administer anything to the overall harm of all associated with my practice of science.

I will not permit considerations of gender, race, religion, political affiliation, sexual orientation, nationality, or social standing to influence my duty of care.

I will oppose policies in breach of human rights and will not participate in them. I will strive to change laws that are contrary to my profession's ethics and will work towards a fairer distribution of health resources.

I will assist people to make informed decisions that coincide with their own values and beliefs and will uphold their confidentiality.

I will recognise the limits of my knowledge and seek to maintain and increase my understanding and skills throughout my professional life. I will acknowledge and try to remedy my own mistakes and honestly assess and respond to those of others.

I will seek to promote the advancement of chiropractic knowledge through supporting my institution and contributing to teaching and practice.

I make this declaration solemnly, freely, and upon my honour.

Signed:

Dated:

Witnessed: