

Cite: Ebrall P. 'Do you strike a pose or make a difference'. Asia-Pac Chiropr J. 2026;7.1. apcj.net/papers-volume-7/#EbrallEditorialJuly26

Here is a two-paragraph professional summary and five quiz questions based on the provided Editorial by Phillip Ebrall (Asia-Pacific Chiropractic Journal, 2026).

Summary

The Editorial scrutinises the Victoria University (Melbourne) chiropractic initiative led by Kenneth J Young, arguing that the program reflects Walker's "New Chiropractic" rhetoric rather than a robust, evidence-grounded educational philosophy. Ebrall contends there is insufficient public disclosure of the curriculum and educational philosophy, making it impossible to assess whether the block-teaching approach will cultivate genuine professional identity or merely deliver an accelerated credential. He contextualises the move within a sequence of developments in the UK (notably the unsuccessful UCLan chiropractic program) and a small initial cohort at VU, suggesting financial and strategic fragility. The piece also critiques public communications by Young—perceived as performative on social media—and questions whether such conduct aligns with professional standards and the discipline's broader credibility.

The conclusion emphasises the need for an education system that foregrounds two outcomes: (1) graduates who deliver patient-centred care informed by the best available evidence, and (2) graduates who possess a robust professional identity as chiropractors. Ebrall cites historical and contemporary literature on professional identity and evidence-based practice to argue for governance and integrity in how chiropractic education translates into practice and policy. He casts a skeptical light on the present pose of the VU initiative, contrasting it with the more substantive open evening experience at the Australian Chiropractic College and cautioning against appointments or policy roles that appear meritless or network-driven. He ends with a pointed recommendation for aspiring chiropractors to consider Australian Chiropractic College's Melbourne or Adelaide campuses as credible alternatives.

Quiz questions

- 1) What central concern does Ebrall raise about Victoria University's chiropractic program led by Kenneth J Young, and how does it relate to curriculum transparency and professional identity?
- 2) Which prior international example does the Editorial invoke to question the stability and viability of a university-based chiropractic program, and what outcome did that example ultimately demonstrate?
- 3) According to the Editorial, what are the two key educational outcomes that a chiropractic program should achieve to be considered successful?
- 4) How does Ebrall view Young's public-facing behavior on social media, and why does this matter for professional credibility?
- 5) What alternative pathway does the Editorial advocate for aspiring chiropractors, and what broader point does this offer about cultivating clinical practice and identity in the profession?