

THE FUTURE OF NURSING CURRICULUM FOR NEW LEARNING ENVIRONMENT

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ABSTRACT

Currently, the development of information technology and the increase in the number of nursing students occur drastically. Based on this premise, the purpose of this article is to shed light into the future development of curriculum for the nursing field. Philosophy is considered one of the most important components of both education system and curriculum, because the educational philosophies reflect the social, economic and political aspects of a society, in which they are applied. As an educator, understanding the philosophy to be adapted in the curriculum and learning process is important, to provide a framework for the best performance of both the teacher and the student. In conclusion, it is important to implement the philosophy of curriculum in the education program as each philosophy aids in the principles and guidelines of the learning process. Globally, most programs are usually based on the philosophy related to that program. Therefore, as an educator, we must know the philosophical development of the curriculum of education, so that we are able to analyse and choose which is appropriate.

Keywords: *Nursing curriculum, Learning environment, Philosophy curriculum*

INTRODUCTION

The development of information technology has increased the number of nursing students drastically. Moreover, nursing curriculum requires a change to the curriculum every five years to stay relevant, both in terms of the contents and the practical knowledge, based on the new technologies and current health issues. Therefore, future developments in nursing curriculum require developing curriculum that is based on a philosophy, so that students can face a new learning environment. Today, nursing students are exposed to a variety of information technology gadgets to obtain any information, whether in clinical area or in the faculty. However, the contents of curriculum in nursing is not integrated properly with information technology. Therefore, the new nursing curriculum requires to address this development of information technology in Malaysia.

Currently, the number of colleges and universities in Malaysia that train nursing students increase drastically, but revision to the nursing curriculum is rarely conducted. This situation leads the colleges and universities to have varied curriculum for students, producing different quality of performance at work. Therefore, a suggestion for future nursing curriculum is that all nursing programs in Malaysia should follow the same concept, so that the

quality of students will be comparable. Future development of nursing curriculum requires the integration between theory and practical knowledge, with the aid of information technology. Therefore, the curriculum should be developed based on philosophical aspects, so that the principles will follow, and the quality of students produced are comprehensible. In line with this, the curriculum diploma in nursing must be very innovative to update the syllabus every three to five years (Nursing Board Malaysia, 2010).

The main point to be discussed in this assignment is the future of nursing curriculum in the new learning environment based on philosophical progressivism. This is related to producing graduate nurses with high quality performance in the work field. Also to discuss is the philosophy of progressivism in detail, to solve the issues in nursing curriculum. Nursing education requires insight and understanding of both the educational and clinical domains. The nurse must consistently model professional behaviours and attitudes in terms of both a teacher and a professional nurse. The philosophical approach to teaching is influenced by personal beliefs and experiences; and forms a basis that guides a teacher's actions and relationships with students (Davis, 2013). For the future development in curriculum program for

diploma in nursing, we should follow a good philosophy, which will influence graduate nursing students to excel in performance.

The Importance of Philosophy in The Curriculum

Education is defined as a process in which the purpose is to construct desired behaviour change of any individual in his or her way of the slice of life (Erkilic, 2008). There are social, economic and pedagogical factors affecting the educational process and curriculum. An educational philosophy requires some properties like practicability, applicability, usability and should be well-known and taught to teachers in training schools. As an educator, it is important to know that philosophy is a critical element of any educational process. An educational system cannot be considered without any philosophical approach. Without philosophical approach, a person is considered to 'be deaf and blind in the learning process'. Therefore, a teacher's personal philosophy of education is a critical element in his approach to guiding students (Erkilic, 2008).

“To define that philosophy is the brain of an educational process” is not a wrong statement by itself : a teacher or administrator should draw a plan or use a method that is relevant in any educational philosophy (Erkilic, 2008). The planning for a curriculum is important for the teacher and administrator, because it helps to make sure that the learning process is run well, and students enjoy learning.

Besides, the philosophy of education is an aspect that all teachers, schools, and administrators should mould themselves to, whether intentionally or not. Philosophy in the learning process gives learners and educators a basis on which knowledge is to be built. Knowledge, philosophy and education are key aspects in producing and maintaining (Erkilic, 2008) the quality in the learning process for students. It will help maintaining cohesion in the quality of education. Educational process covers many different types of educational decisions and assessments that support them. These may be classified as decisions before the beginning of teaching, during teaching and after teaching (Erkilic, 2008). Based on such philosophy, the best decision is to create and solve any problem regarding the subject by offering intensive class for weak students.

Lastly, as an educator we should know which educational

philosophy is appropriate and suitable to be applied, which is a difficult question to be answered (Erkilic, 2008). The presence of standard operation procedure will make the flow of education process easier. Then each thing will be performed based on standard operation procedure. If any issues occur about educational implementation, the leader will refer to the standard operation procedures.

Overview Of Philosophical Foundation Of Curriculum

The importance of philosophy for any educational process can be summarized primarily by: teachers and educational philosophy. Philosophy is a critical element of any educational process. As an educator we must have knowledge in philosophical education to be implemented in the teaching and learning process. The knowledge of philosophy will help the educator perform better and maintain good quality in the teaching process. This is an aspect that all teachers, schools and administrators mould themselves to, whether intentionally or not (Erkilic, 2008). The following facts briefly explain the philosophical foundation for the curriculum of nursing education.

The Philosophy of Perennialism

The philosophy of perennialism is developed based on rational concepts and uncovering universal truths by training the intellect. Educator should show the best attitude to students, so that students are able to influence others as a 'model' in the learning process. The main characteristic of perennialism curriculum warrants students to discover ideas that are the most insightful and timeless in understanding human conditions. Schools should teach religious values or ethics to expose students between right and wrong (Philips, 2011), and to provide good values in the community. Ediger (2003) states that the advantages of the philosophy of perennialism in a curriculum includes the following;

- a) It stresses the importance of reading to achieve generalizations, not precise facts which are difficult to remember.
- b) It makes for less reading failure in the interpretations of literature, that can vary from students to students. The students then are not appraised in terms of giving exact answers to questions, but rather in terms of being

interested, enthused and actively involved in an exciting discussion covering contents in the selection read.

c) It emphasises students to read classical literature as well as recent literature to capture learner's attention and desire for reading.

This philosophy emphasises that education is not only to teach students about academics, but other aspects of religion are also emphasised to make the students value spirituality.

The Philosophy of Essentialism

The philosophy of essentialism is emphasised based on traditional education, development of the mind, and core curriculum; it is based on the physical world and the citizens of democracy need critical thinking skills and civic values, democratic society comes before individual, teacher-directed learning, appreciation of master works of art and literature. Where by, essentialism is generally considered as a conservative philosophy that pertains to the ever-changing social, educational and technological aspects of society. It stresses the importance of teacher as the authoritative figure in the classroom, and subject matter as the centre of the curriculum (Erkilic, 2008).

Essentialism emphasizes on science and understanding of the world through scientific experimentation. Essentialists believe that teachers should instil traditional virtues such as respect for authority, fidelity to duty, consideration for others and practicality. In this philosophy, elementary students receiving instructions in skills such as writing, reading and measurement is essential. Whereas, in teacher-centred philosophy, teachers decide what is most important for students to learn, with little emphasis on students' interests, as it will divert time and attention from teaching the academic subjects (Philips, 2011). Furthermore, Azibo (2011) states that from Western conceptualization, that essentialism reduces complex social matters like racial identity to a product of an essential factor. This philosophy of curriculum emphasises that the basis of education is student.

The Philosophy of Progressivism

The philosophy of progressivism plays a role in education to transmit society's identity by preparing

young people for adult life. Therefore, as learners we should learn to work with others, because learning in isolation separates the mind from actions, especially things related to skills. The progressive curriculum emphasises the study of the natural and social sciences. Teachers should introduce students to new scientific, technological and social developments which will push students towards higher order of thinking and constructive knowledge (Philips, 2011). This philosophy-based curriculum emphasises the concept in which a teacher encourages students to be proactive in the learning process and the activity of psychomotor in learning process must be performed by students to obtain knowledge and experience in learning. According to Erkilic (2008), this educational philosophy stresses that students should test ideas by active experimentation. Learning is rooted in the questions of learners that arise through experiencing the world. The learner is a problem solver and thinker who makes meaning through his individual experiences. Effective teachers provide experiences so that students can learn by experiencing.

The progressive education has paradoxical presence in histories of modern education. The progressive themes are not only inspiring but vague, allowing a range of different reforms to claim its banner. This philosophy can be considered as a teacher and students approach, whereby students must be proactive in the learning process and encourage to use critical thinking in learning process (Davies, 2002).

The Philosophy of Reconstructionism

The philosophy of reconstructionism believes in the rebuilding of social and cultural infrastructures. Students are exposed in social problems and encouraged to find the solutions. As teachers, we are considered the prime agents of social changes, cultural renewal and internationalism (Philips, 2011). This philosophy is appropriate for students of social sciences and economics, because students will learn the topic based on the current issues in the community. They will also recognize that education is the means of preparing people for creating this new social order.

Other than that, the study done by Reed & Davis (1999) has three implications for a teacher's education in philosophy of deconstructionism. First, the teacher must

be knowledgeable and advocate to service learning, second, the teacher must understand and care about the problems and issues of their students, and third, the teacher must have the skills and abilities needed to guide the students in the learning process. Overall, this philosophy requires students and teachers to solve the problems based on the current issues in community.

The Philosophy of Abu Nasr Al-Farabi

Al-Farabi based his philosophy on early works of Plato and Aristotle and integrated it with the Qur'an, which he believed to be the first aim of knowledge that is transcended from God. All the activities of education require the acquisition of values, knowledge and practical skills leading to perfection, and the attainment of happiness to become a perfect human (Philips, 2011). According to Mainuddin, (2002) for al-Farabi, human reasoning can fathom the attributes of the ideal ruler. The 'founding ruler' must have both the 'royal craft' (political skills) and revelation from God. Revelation helps the ruler attain practical judgement in the shortest time, which is otherwise acquired through experience. This philosophy is based on Islamic perception of learning process which is the principle of knowledge, grounded on a spiritual basis.

The Philosophy of Confucius

Confucius stated that education plays a fundamental role in the development of society and individuals alike. By rising the moral standards of individuals, society will become more virtuous, the country well-governed, and its citizens law-abiding. The aim of education is to produce capable individuals to serve the government and bring about an ideal managed by men of virtue (Philips, 2011).

Confucian philosophy is related with lifelong education. Its first element is: it is important to know about his basic idea about the human being and its relationship with other human beings and the nature. The core of Confucian philosophy is expressed by Ren which refers to human virtues. The second element of Confucian philosophy is the sage, the model human being. To Confucius, the sage is an ideal human being that uses lifelong learning to acquire the virtues and actualise his abilities. The third core element of the Confucian educational philosophies is Jun Zi. Jun Zi represents a man who is a model based on morality,

with outstanding knowledge and wisdom. The basic idea in community is to emphasise that education produces good citizen (Basharat *et al.*, 2011).

Choice of philosophical orientation that will likely be influential in the future

The basis of selecting philosophy of progressivism for future nursing curriculum is that this philosophy is like the current nursing curriculum concept. Howlett & McDonald (2011) states that the word "progressivism" is an omnibus for terms based on the education aspect.

According to Veal (2007), progressive education in science is reflected in the National Science Education Standards, which provides guidelines for how teachers may facilitate the scientific curiosity of their students and how students can develop their sense of wonder with the natural setting. The aim of progressive education is to promote the mental, emotional, physical, and spiritual aspects of the "whole" student that is similar to the current concept in nursing curriculum whereby, progressive educational goal was considered to be the goal of science education (Veal, 2007).

Based on the report by Cunningham (2002) from the historical perspectives; progressivism is an alluring but deceptive concept that emerged in political discourse and was applied in the local politics of education before its wider adoption in relation to the pedagogy for primary schools. It is a meaningful and richly diverse term that encapsulates the variety of innovations in the methods of schooling. Martin & Goodman (2001) states that the institutional and political contexts of progressive educational ideas, the networks and relationships of progressive educationists as well as accounts of progressive practice, considering progressive education's ideals is essential.

Progressives also sought to change the curriculum in the interests of social reforms. Progressive teachers will also be developing teaching styles and methods that emphasise students' own interests and needs, for example-classrooms with flexible, permissive and open ended (Robert, 1997) environments.

Robert (1997) states that as progressive teachers, an educator wants students to work collaboratively on

projects based on their shared experiences. The philosophy of progressivism emphasises the psychomotor and critical thinking based on experiences in the learning process.

The following are three principles for a progressivism;

Principle 1: An understanding of individual pupil's learning and development, derived from constructivist theory, is grounded in rational humanism, applied both universally and in context. Modern progressivism requires individual ambition to be constrained by public needs through structured teacher intervention (Peter, 1996). This means, learning process based on the progressivism philosophy has quality and standard in curriculum that is comparable to other philosophy.

Principle 2: The 'empowerment' of individuals in context is a primary value in education and must be achieved by pedagogies dedicated to it. The philosophy of progressivism stresses 'processes' as the basis in which learning-processes occur. Thus, the idea is that a pupil has a responsibility for their own learning which cannot be abrogated, though it is always constrained by events that occur (Peter, 1996).

Principle 3: Progressivism combines three connected procedures: teachers attend to individual needs (relating valued knowledge to individual experiences); they exploit individual experiences (harness individual talents and interests in pursuit of educational ends); and they promote individual autonomy (independent learning in social and knowledge contexts). The former two procedures cannot work in the absence of the third (Peter, 1996). This means, collaboration between a teacher and a student is important during the learning process, so that the learning outcome is achieved.

Overall, the philosophies of progressivism emphasise on learning, by doing hands-on projects (more to practical and psychomotor), expeditionary learning, experiential learning and integrated curriculum focused on thematic units. The learning process is important in collaboration and cooperation in the learning projects, which is an education on social responsibility and democracy. Educator needs to know that highly personalized education accounts for everyone's personal goals. Progressivism also emphasises the integration of community services and services about the learning projects in the daily curriculum, including selection of subject content.

Lastly, progressivism emphasises on lifelong learning, social skills, and assessment by evaluation of the child's project or performance.

Reasons for the current choices are well articulated, supported with excellent related evidences

The philosophy of progressivism is preferred to the other curriculum based on experience and relevancy. This is a valid reason for the philosophy to be implemented for programs like diploma in nursing. According to Erkilic, (2008) the philosophy of progressivism is based on project method, cooperative group activities, critical community-centred thinking, problem solving, decision making and networking. Session classroom management; democratic process, child centred, and appraising skills are also suitable to be inculcated during the teaching of nursing students, because these subjects are related to the skills required in treatments. For students of nursing, an evaluation of both the theory and the skill is required to run and maintain the quality of education. Moreover, nursing program requires the teacher to be a role model for students. This philosophy emphasises on the role of the teachers. Based on the above explanation about progressivism, the method emphasises the proactive and psychomotor concept in the learning process. In nursing curriculum, students require time to learn new skills in laboratory. Similarly, this concept is the reason to choose this philosophy, so that it is applicable to be implemented.

Furthermore, the reason we choose the philosophy of progressivism, is because it has standards in implementation in the local communities and culture that integrate the science of teaching and learning (Veal, 2007). These standards are required for programs like diploma in nursing, to maintain the quality of students in performance, especially in clinical area. In clinical area, students are required to integrate with patients and show good communication skills during care, therefore students must understand others' culture to enhance the learning process at clinical scenario. Besides that, in Malaysia, the program of diploma in nursing was monopolized by women, which is synonymous with the philosophy of progressivism with contribution of women to the history of progressive ideas that moves to centre stage (Martin & Goodman, 2001). Therefore, we choose this philosophy in development of the curriculum, which is synonymous with women principles,

to obtain more ideain the learning process.

Moreover, the reason to choose the philosophy of progressivism is the basic instruction on the needs, interests and developmental stages of the student; it means teaching students the skills they need in order to learn a subject, instead of focusing on transmitting a particular subject; it means promoting discovery and self-directed learning by the student through active engagement; it means having students work on projects that express student purposes and integrate the disciplines around socially relevant themes; and it means promoting values of community, cooperation, tolerance, justice and democratic equality (Labaree, 2005). This concept of progressivism is appropriate for the program of diploma in nursing, which teaches students both theory and skill.

According to Moore (2000) the philosophy of progressivism is a form of psychologism and the rest are forms of sociological reductionism. For students of nursing, they are required to understand the psychology of patients. In addition, the reason we choose the philosophy of progressivism is because progressive education promotes a democratic view of knowledge development, which considers personal, societal, and cultural ways of knowing. The aim of progressive education is to promote the mental, emotional, physical, and spiritual aspects of the “whole” child (Veal, 2007). This philosophy is appropriate for the program of diploma in nursing, because the aim of progressive philosophy is consistent with the subject of nursing.

The reason we choose the philosophical progressivism concept is because this philosophy is considered the goal of science education. This is grounded on Dewey's concept of the child, interacting with nature to learn about science (Veal, 2007). This is one of the applications that is appropriate for nursing program. Students must have a good knowledge in science to understand the disease and for practical sessions. The philosophy of progressivism emphasises about the quality of teaching and makes curriculum decisions context-based and place-based rather than standards-based. Standards are essential and should be used as a guide for teaching and learning, so that they can be appropriately applied to the contextual nature of the learners (Veal, 2007). According to Labaree (2005), progressivism was successfully used by programs in the United State in the early twenty-first century and it is successful for both the educator and the

students. Progressivism was essential in the reform of the curriculum. The philosophy of progressivism gives student motivation to follow the learning process, which is essential because most of them face stressful situations during practical. Currently, progressives had the most impact on educational philosophy, whereby, the administrative progressives had the most impact on the structure and practice of education in schools (Labaree, 2005).

The Progressive Curriculum adaptations are consistent with the current nursing curriculum

Progressivists emphasise on the study of the natural and social sciences. To expand the personal experiences of learners, learning should be related to present community life. Believing that people learn best from what they consider most relevant to their lives, the curriculum should be centred on experience, interests and abilities of the students (Philips, 2011). In nursing curriculum too, students will learn behavioural science to understand the attitude of a patient. In nursing curriculum, students need to have clinical experiences, which is based on experience. The clinical experience will help students perform best.

According to the philosophy of progressivism, teachers should plan lessons that arouse curiosity and push students towards a higher order of thinking and knowledge construction. Students must also be exposed to critical thinking in solving problems, for example provide students with problematic scenarios, then students will find the solution from text books.

Based on the philosophy of progressivism, the students are encouraged to interact with one another and develop social virtues such as cooperation and tolerance for different points of views (Philips, 2011). This point is appropriate with nursing curriculum. A student of nursing is required to have soft skills to take care of the patients. The communication skill is very important while conducting procedures in the clinical area. Besides, teachers should not be confined to focusing on one discrete discipline at a time but should introduce lessons that combine several different subjects (Philips, 2011). This point is related to the nursing curriculum concept, which encompasses behavioural science, communication, ethics and law, management, research and information technology. Moreover, based on

progressive philosophy, students will be exposed to a more democratic curriculum that recognises accomplishments of all citizens regardless of race, cultural background or gender (Philips, 2011). This point is also appropriate with the nursing curriculum program, for which a student is inculcated with case study or any other topic, so that they can express the knowledge and experience from a practical view point.

Progressivists strive to make schooling both interesting and useful. Ideally, the home, workplace, and school house blend together to generate a continuous, fulfilling learning experience in life. This perspective can be adopted to the future nursing curriculum. The experiences like taking care of family members when they are sick, can also be applied during study at nursing school. Therefore, as an educator, we must be able to relate to the experiences at home with the learning process at nursing school.

Overall, progressivism should focus on the student, rather than on the content or the teacher. This educational philosophy stresses that students should test ideas by active experimentation. This philosophy of curriculum requires students to be active in the learning process, to obtain more knowledge and experience (practical). Therefore, for the future curriculum to be holistic, nursing program should be inculcating students' interests to be more motivated in the learning process.

Issues in Nursing Curriculum

Currently in Malaysia, the program of diploma in nursing is developed with overwhelming success. However, issues related to curriculum arise because of the differences in curriculum for each organization. Therefore, it impacts the quality of graduate nurses while working at hospitals.

Today, the issue of performance is always related to psychomotor skill performance during practical in hospitals. This issue is reflected in the philosophy of curriculum implemented in this program. Students' weak performance during practical can be detrimental to patients. According to Waterson *et al.*, (2006) the chief causes of weak performance among students of nursing college is attributed to curriculum overload, lack of theory and practical integration, teaching and assessment methods that do not promote critical thinking, tutors' lack of skills and experience, inadequate preparation of tutors for lectures, insufficient knowledge of tutors regarding

outcome-based educational approach, inadequate process of remedial teaching and lack of clinical role-models of nursing education in a nursing college.

Currently, the program of diploma in nursing is required of innovation to keep pace with the current worldwide development. The innovation in Malaysia's perspective for Diploma in Nursing should be upgraded to Bachelor of Nursing, consistently increasing the educational level. However, in Malaysia, a limited number of nurses are qualified at the bachelor level. Therefore, innovation is required among nursing professionals.

Furthermore, turnover among nursing students is increasing because of a variety of contributing factors. This scenario reflects to the nursing curriculum issues that influence the survivability of graduates for schools of nursing and thereby affect turn-over rates. This happens because the current curriculum provides challenges to traditional nursing education that would increase the likelihood of the development of "hardy" nurse graduates who have survival skills for the practical environment (Gorrel & Langenbach, 1994). Curriculum in nursing must be improved to prevent high turnover among students of nursing. Critical analysis based on the premises above shows that actions must be conducted by educators to reduce issues in nursing curriculum.

DISCUSSION

Suggestions to Improve the Nursing Curriculum

Today, worldwide development of information technology requires the students of nursing to have optimum knowledge on how to use them, so that they can access information. Therefore, by following the philosophy of progressivism, students are exposed to learning information technology and to access information related to syllabus with ease. This will encourage student to be proactive, using information technology, so that students will be independent in the learning process. This method is consistent with the principle of progressivism, which emphasises proactive concepts among students in learning process.

Furthermore, suggestions to solve problems or concerns in nursing program using various technologies and knowledge of informatics at clinical area to patient care is essential. For example, students may have clinical experiences where they need to understand the use of

various insulin pumps or pain management technologies that patients use at home. Many schools of nursing are incorporating the use of personal digital assistants (PDAs) into the curriculum to help students immediately access information on medical terminology, laboratory values, and evidence-based information (Diekelmann & Scheckel, 2004). Students' use of this device has important implications in improving their clinical judgement and improves their skills and experiences. Murray (2013) stated that the use of various technologies as innovative approaches has become increasingly popular in nursing education. These technologies are believed to enhance and strengthen the educational process and balance the challenges associated with the dilemmas limited classrooms and clinical space.

Moreover, the use of technology-mediated instructions in the literature is vital in virtual clinical practicum (VCP) (Murray, 2013). This technology enables students to interact in real time with patients and preceptors in a geographically distant clinical environment. The VCP is a tele-health clinical practicum, whereby students observe all activities in the patient's room virtually while receiving clinical instructions from the nurse preceptor at the bedside. This is one way to provide more experience to students in clinicals and give students more independent learning process and emphasise about proactive learning, which accounts for their better performance in clinical.

The suggestion is to improve nursing curriculum by developing interdisciplinary approach, using a variety of methods focusing on collaboration and crucial conversations. (Waterson *et al.*, 2006). The important paradigm based on the philosophy of progressivism is that this philosophy will aid students to develop clear learning objectives and reduce student turnover and weak psychomotor skills in clinical area.

In addition, the suggestion to improve the issues in nursing curriculum is to provide deep learning of important concepts (Tanner, 1998) in clinical sessions to gain experience. Nursing program is emphasising on practical sessions for learning experience. Students of nursing with exposure and equipped with deep learning in clinical sessions will gain experience, will be able to use critical thinking, decision-making, health policy, and ethical decision-making.

To reduce issues in nursing program, a lecturer should

teach students how to use evidence-based practice as an approach to nursing care, where nurses draw the best available evidence to make clinical decisions. Today's nursing students can expect to learn evidence-based practices from gathering, analysing and synthesizing evidences. By learning, refer to evidence-based practice, is to teach students to be proactive in learning process consistent with the principles of progressivism.

Another suggestion to improve the curriculum of nursing is that students need to engage in the thinking processes that promote reflective thinking, where they consider a clinical situation using many perspectives (Diekelmann & Scheckel, 2004). Today's nursing students can expect learning experiences where teachers use the nursing process and other strategies to develop students' critical thinking and practices.

Moreover, in nursing program advanced knowledge and skills are required by separate areas of speciality in practice (Wood, 1997), so that students have strong experience in clinical learning. This would allow each speciality to focus on the content, which is required to achieve the learning outcomes of the programme. According to Wood (1997), in determining curriculum content, consideration needs to be given to the competing forces that is involved in the conceptualization of different models of advanced practice. Policymakers also need to consider more carefully while planning and implementing nursing programmes (Raholm *et al.*, 2010), and demonstrate the integration of additional concepts and skills into 'a framework of advanced nursing practice'. In addition, Andreoli *et al.*, (1987) suggests that to empower the curriculum of nursing, the faculty must participate in programs focusing on health policy, because it covers health issues in context of the nursing curriculum.

According to O'Connor & Walker (2003), to develop a competitive curriculum, factors such as social and political environment, financial and time constraints, world health care and school culture need to be addressed. Fealy (2001) stated that the principle of 'eclecticism' is effective to be applied as a curriculum policy and seeks to challenge some of the assumptions underlying this principle. Therefore, the epistemological identity and the structural integrity of the primary forms of knowledge in the pre-registered curriculum need to be maintained.

Lastly, to reduce the contemporary issues, faculty should be

encouraged to use an evidence-based model, to examine their curriculum decisions regarding teaching methodologies to attain educational goals, for improving both knowledge acquisition and critical-thinking performance (Angel *et al.*, 2000). Nurse educators should emphasise on theories of learning and understanding of the characteristics of their learners. Then, based on evidence-based model, the curriculum must be able to maintain the quality in both theory and practical paradigm with the application of new learning environment.

These suggestions are based on the nursing program, which can reduce contemporary issues and upgrade the student adaptability in facing new learning environment, especially in information technology globally. Improvement and innovation by educator is an important process for graduate students of nursing, facing the challenging workplace.

CONCLUSION

The philosophy of curriculum of education is important to implement in the education program because each philosophy has the principles and guidelines in the learning process. Globally, any program that is developed based on the philosophy is ingrained within the program. The progressivism paradigm in developing future curriculum for nursing program is more relevant for future curriculum adaptation by the nursing program in Malaysia, consistently with an upgrade in the information technology. Educator must expose students on how to use information technology in the learning process, which will help empower students in enhancing their knowledge and skill. Moreover, the reasons to choose such perspectives is because of the appropriateness with the 'lifestyle' of nursing curriculum, which emphasises on the benevolent concept of students to be proactive in the learning process.

Today, any contemporary issues occurring in nursing program will generate an everlasting impact to the nursing profession. As an educator, we must understand and apply these wonderful philosophies in the learning process to develop high quality education in academics. Educators must plan the best methodologies and approaches in teaching, so that students will be able to experience active participation in the learning process. Students must be able to search for information about subject of interests, with fast and prompt action with an educator as a guide. Therefore, solving these issues need commitment and

cooperation between committee members, to develop future nursing curriculum, which will be far more superior, enhancing and relevant to the current society in which the nursing profession is served.

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