



# SNA *connect*

A TRI-ANNUAL NEWSLETTER OF THE SINGAPORE NURSES ASSOCIATION  
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## ***Lifelong Learning for Nurses***



**The editorial team of SNA Connect would like to wish  
all our readers a Happy Nurses' Day!**

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# Message from the Editorial Team

## Editorial Team

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## Upcoming Themes

### **Sept – Dec 2022**

Retention in Nursing

### **Jan – April 2023**

Supporting Nursing for Future Readiness

### **May – August 2023**

Nurses and the Media

## Upcoming Events

Moisture Associated Skin Damage (MASD) – SNA Wound Ostomy Continence Nurses Chapter in collaboration with Coloplast zoom on 17 September 2022

After the line goes flat – a physical event host by SNA Emergency Nurses Chapter on 8 Oct 2022

Advancing Singapore Nursing Profession in the Future – a physical event host by SNA Education Committee on 29 October 2022

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**Questions and feedback can be directed to**  
**sna2@sna.org.sg**

Dear readers,

The SNA *Connect*, SNA's nursing newsletter, is intended to provide information for nurses, by nurses, in Singapore. We have much to share, and much to celebrate!

We wish to thank everyone for their contributions to the newsletter. We hope to spotlight and feature a wide range of activities and initiatives by nurses and events and trends in nursing.

Editorial Team,  
SNA *Connect*

## **Submission Guidelines for SNA Newsletter**

We invite you to submit your organisation/chapter news to [sna2@sna.org.sg](mailto:sna2@sna.org.sg)

Please ensure that the following information is included with your write-ups:

1. Your full name and designation if you are writing through your organisation or the name of the chapter(s) that you are representing.
2. Each write-up should be between 100 and 150 words. You can attach photographs with your write-ups.
3. Authors must ensure that permission(s) have been obtained for all the photographs submitted with their write-ups.
4. All photos submitted must be clearly labelled to ensure accuracy.
5. It is the author's/authors' responsibility to ensure the accuracy of all submissions.
6. Authors must ensure that their references adhere strictly to the current APA guidelines.
7. All submissions to the SNA *Connect* must be in Word document.
8. We appreciate all submissions to SNA *Connect*; however, articles with substantive research content would be best published in the Singapore Nursing Journal.
9. **Before submitting, please ensure that your write-ups follow grammatical rules; write-ups that do not have focus or with multiple grammatical errors will be rejected.**

**Please note that the editorial team reserves the right to edit submissions**

## Being a Mentor

“Just because you were good at sport does not mean that you can coach.” (Rynne & Cushion, 2017)

Likewise, a highly competent nurse may not necessarily have the attributes to be a good preceptor, clinical instructor, or mentor. Sorcher and Brant (2016) observed that those in higher management make the false assumption that if someone has “operational proficiency and considerable experience in a broad range of assignments”, they will also have the necessary skills to do coaching or mentoring. Coaching and mentoring are distinct domains from clinical nursing or nursing management and require entirely different skill sets and character attributes.

According to Sorcher and Brant, the best leaders are “independent thinkers” who are “usually not team players”, while good preceptors should be approachable, patient, and empathetic (Fedele, 2020). An independently thinking leader may or may not also possess the quality of patience and empathy.

A good mentor creates opportunities for a mentee to grow and flourish and this applies in nursing too. It makes a huge difference when a nurse has a supportive mentor because he/she will receive guidance and opportunities from someone who has walked the journey and gained wisdom. Eriksen (2018) wrote, mentoring is about recognising the individual's potential and harnessing that potential for further growth. Effective mentorship allows the mentee to gain confidence and have faith in their decision-making capacity. It also allows mentees to have a safe environment to clarify doubts and learn from mistakes.

On the flipside, less-than-ideal mentors contribute to negative outcomes such as burn-out, stress, decreased joy-in-work, maldevelopment of people skills, and affect staff growth and retention (Ozcan & Keskin, 2017; Weaver, 2021).

Mentors have the privilege of influencing their mentee's viewpoint on things, and can make or break his or her career. The nursing profession should move away from the idea that a senior or highly competent nurse will also naturally have the skills and aptitude to nurture someone, and work towards identifying people with an interest and aptitude to mentor, coach, and nurture the next generation of nurses.

## Chief Editor's Musings

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# On What Lifelong Learning Means for Nurses and also Explore how Nurses Participate in Lifelong Learning

Learning does not cease after graduation. Nurses embark on a journey of continuous learning to maintain and develop the knowledge, skills and professional practice of nursing/midwifery. Healthcare is becoming ever more challenging in its complexity, hence keeping abreast of changes in nursing and keeping their knowledge and skills up-to-date is fundamental to ensure proficiency in their practice, and to render quality patient care.

For example, a large majority of patients admitted are over 65 years old, thus are more likely to have chronic illnesses. Therefore, nurses have to be skilled at caring for older patients with conditions such as heart or kidney disease, diabetes, arthritis, cancer, dementia, and obesity. Patients and their families expect high quality of care. Patients nowadays are more educated, and are likely to find out more about their healthcare conditions and treatments by themselves. They expect nursing professionals to know even more in order to help them. On-the-job experience is not always enough for nurses to stay up-to-date with healthcare advances.

Overall, lifelong learning equips nurses with critical thinking and problem-solving skills needed for patient care. When nurses are up-to-date on new nursing technologies, techniques, policies and procedures, they can improve patient care, outcomes, lower mortality rates, and reduce errors. The advantages of lifelong learning are abundant!

**Lingeaswary Chendramohhan**  
Senior Staff Nurse  
*Medical Surgical Ward*  
*Gleneagles Hospital*

# Importance of Lifelong Learning in Nursing

In the face of rapid medical advancement, I believe that nurses must keep their skills up-to-date. Learning is a way to close gaps in knowledge so that we can provide the best care to patients and contribute effectively to the healthcare industry.

Nurses should regularly reflect on their learning needs. I had the privilege of doing my Advanced Diploma in Oncology Nursing in 2013, and more recently, attained a Bachelor of Nursing. Through these studies, I was able to expand my knowledge, sharpen my decision-making capacity, as well as gain more confidence in my nursing skills.

There are many learning options available, all one has to do is to make time for it. No matter how busy one might be, it should not stop anyone from learning, even a one-hour webinar counts.

Lifelong learning is a continuous journey that I encourage every nurse to be a part of. Nurses should find time to keep abreast of new developments and ensure relevance in nursing practice regardless of how busy one's schedule is.

**Marie June De Vera Ramos**  
Senior Staff Nurse  
*Medical Oncology Ward*  
*Gleneagles Hospital*

# On What Lifelong Learning Means for Nurses and Also Explore How Nurses Participate in Lifelong Learning

Lifelong learning is the process of continuous education from traditional practice to current evidence-based practice. Nursing is a profession that has faced lots of challenges due to evolving technology and rapid transformations of the healthcare system. Hence, up-to-date knowledge on current trends of techniques, policies, and procedures through lifelong learning is necessary for nurses.

Ultimately, lifelong learning raises the professional standards of nurses, the critical-thinking and problem-solving skills, and the delivery of safe and high-quality healthcare that will have positive benefits for patients and organisations (Mlambo, Silén & McGrath, 2021). Additionally, nurses in Singapore are required to engage in Continuing Professional Education (CPE) in order to broaden their knowledge and competence so as to maintain their professional registration to practice here (Singapore Nursing Board, 2021).

As such, nurses should endeavor to pursue lifelong learning by updating their knowledge through formal and informal educational opportunities. Those include enrolling in post-basic nursing programmes to obtain specialty certification, attending online webinars and conferences, reading evidence-based nursing journals and articles, collaborating with other healthcare professionals, and participating on-the-job-training (Royal College of Nursing, 2018).

**Chaw Kalaya Nway**  
Senior Staff Nurse  
*Gleneagles Hospital*

# Student Life During the Pandemic – COVID-19

Since the COVID-19 outbreak, lessons have been shifted entirely online. This was something very different from the past. Lectures and tutorials were conducted via Zoom, and it was a novel experience compared to having physical lessons in a classroom setting.

As an extrovert, I found it hard to adapt to the new teaching methods initially. Furthermore, practical laboratory sessions were cancelled and that made it hard for me to practice my nursing skills with the limited resources and equipment available at home.

Thankfully, with the help of our school faculty and the easing of pandemic restrictions during my second year of study, I was able to catch up on the practical laboratory sessions.

Our professors have been supportive, and provided adequate resources to ensure that all students were doing well. I am grateful that I was able to proceed with clinical attachments in hospitals, which gave me the opportunity to learn and participate in fighting the pandemic with other healthcare professionals.

**Annabel Chua Sihui**  
NUS Y3 TTP Student Nurse  
*Attached to Gleneagles Hospital*



### Sharing of Lifelong Learning With Students

Every nurse is an educator. No matter which setting you are in, or in what position you hold, each of us has a critical role in imparting knowledge, skills, and experience to our junior nurses, peers, and patients.

It was a privilege for me to be invited to share with the students from Kuo Chuan Presbyterian Secondary School on pursuing a career in nursing. This is a collaborative effort between MOE and MOHH to bring awareness to our young generation on the exciting and rewarding career in nursing, as well as to share about my nursing experience and the experience of pursuing my Master of Arts in Professional Education as a lifelong learner.

My takeaway message to this group of young people is, “Who are you now and in the future is defined by your experiences and choices you make in life.” I hope that through my sharing, I can inspire them to choose both nursing as their career choice, and to embrace continuous learning.



**Warric Ng**  
Nurse Manager  
*Institute of Mental Health*  
Chairperson  
*Psychiatric Nurses Chapter*

# My Lifelong Learning Journey via Research

Lifelong learning is important for people to upskill themselves and for the nation to maintain its competitive edge. A formal educational programme is an avenue for lifelong learning. Personally, despite participating in nursing research endeavours for many years, my inadequacies in the research processes involved in vaccine development were realized during the COVID-19 situation. This prompted me to embark on a learning journey to be acquainted with the latest trends and legislation in managing research studies 3 times weekly after work, leading to the attainment of the Specialist Diploma in Clinical Trials Management from an academic institution.

Lifelong learning has to move beyond formal education (Kim & Park, 2020), as learning in today's society cannot be dichotomized into specific place and time (Fischer, 2000). While my previously submitted write-up articulates that learning about research through gamification can aid self-care, allow me to add that learning while being entertained through games can also benefit lifelong learning. This is especially so if the game is a mobile application, for example, the research game titled "Re-Search" on Google Play, is easily accessible for learning to take place anywhere, anytime.

While lifelong learning is for personal development, as an educator, it is also important for me to promote lifelong learning opportunities to others. Since the purpose of research is to generate knowledge (Ahmad et al., 2019), it not only advances science but facilitates others' learning too. Moreover, discovery and serendipity in research can offer additional avenues for lifelong learning.

**Dr Xie Huiting**  
Senior Nurse Educator  
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# Should Lifelong Learning be Utility Driven?

In 2015, the Singapore government launched the SkillsFuture Credit to allow eligible Singaporeans aged 25 years and above to choose courses from the 10,000 approved skills-related programmes (SkillsFuture Singapore, 2015). The goal was to “empower Singaporeans to take a personal ownership of lifelong learning;” and to further encourage lifelong learning, the government made a commitment to periodically top-up citizens’ accounts (SkillsFuture).

Lifelong learning is not a new phenomenon for nurses. From the time we complete our basic training and go on to work as qualified nurses, we are constantly engaged in learning to provide evidence-informed care. In a way, the national endeavour of lifelong learning simply reinforced what we nurses have been doing all along in our journey as care providers, be it as educators, clinicians, researchers, or administrators.

In this article, however, I want to shift gear and write about a different type of lifelong learning—the one that often gets laid at the wayside because it is part of the ordinary. I am referring to the lifelong learning of knowing oneself—the person. Readers may be forgiven at this juncture if they begin to question whether this idea of self-lifelong learning even requires a discussion. Surely there are more important things to devote time and energy to learn than this philosophical rumination about self-lifelong learning. But I would argue that it is precisely because of its ordinariness that we do not realise the profound impact self-lifelong learning has on our actions, our self-worth, and our value as persons.

When we consider all the learning that we do, which is often utility-driven—tied either to our work where we hope that the new knowledge would assist us to do our work well and be remunerated for it or that the acquisition of new knowledge would help us remain relevant, what we may not consider is that these types of knowledge have time limits. After a while, the knowledge becomes dated and obsolete. Self-lifelong learning, on the other hand, may not lead to financial remuneration, but it has an intrinsic value because it is about self-discovery, self-understanding, and self-growth and is certainly not time-limited. It is truly a lifelong learning journey.

## Lifelong Learning for Nurses

As nurses, we embrace values/virtues such as respect, courtesy, compassion, justice, integrity, kindness, harmony, and due regard. These values/virtues allow us to have empathy for another person. But to be able to display these virtues/values, we need to know and believe, that we are capable of them and recognise them within us. One of the best examples of this self-awareness and self-knowledge is exemplified in **The Pause**.

The Pause was created in 2009 by Jonathan Bartels, a trauma nurse who was working at the University of Virginia Trauma Centre at the time (Bartels, 2021). The Pause is a profound act of honouring a person who had just died with silence—it is about recognising that person who had lived and is now not with us but his/her life story continues. Jonathan says it well:

*Pausing allows us to hold that space and for a moment and sit with the brevity of this last rite of passage. It happens in real-time. It allows us to honour that life instead of cursing the loss. It invites us to feel rather than to suppress our feelings and shut down. **It brings awareness to the fact that we must take care of ourselves in order to care for others.*** (Bartels; emphasis added)

Nurses have the privilege to listen to people's stories in different settings every day. Whether nurses in Singapore realise this or not, these everyday, and unique stories, are the lessons for our self-lifelong learning because they are rooted in humanity's experiences. We should not discount the everyday lessons just because they are not within the formal classroom settings or accredited. Jonathan's Pause did not happen in the classroom but happened in the unfolding of saving someone's life. It connected him to that person and he, with others. This is what lifelong learning should be about—when we are able to make meaningful connections with people and in doing so, become better human beings in the process.

**Subadhra Rai**

Co-Founder

*Our Conversations: Nurses Making Connections*

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# COVID-19 Pandemic – A Lifelong Learning Experience

Studies have shown that staying mentally active is protective against cognitive decline. It is a case of “use it or lose it”, but more than that, an active and enquiring mind is vital to keeping it healthy and astute.

As we get older, we might not pick up new things as speedily as we did when we were younger, but there is no age limitation on learning something new. Lifelong learning is an integral part of a nurse’s profession. It is important to continuously seek knowledge and be updated on the advances in the healthcare industry. To me, lifelong learning is also demonstrated via flexibility to adapt to changes in the environment. This was exemplified during the COVID-19 pandemic when healthcare professionals have to constantly adapt to changing infection control protocols. The COVID-19 pandemic over the past two years led to many limitations such as travel restrictions, and multiple periods of temporary cessation of visitation in hospitals. Instead of sitting on our hands and doing nothing during the past two years, the limitations drove us to research and plan activities that would keep our Dementia residents engaged.

Every one of our residents have a unique history and preferences, and these preferences can often change with ageing and dementia. Therefore, something that they have enjoyed in the past may not be applicable now. Adopting an approach of curiosity, resilience, and reflexivity is key when engaging our residents and observe what makes them tick. We planned customised activities that captured their attention, like music and art.

The joy exhibited by the residents from participating in customised activities reinforced my reason for choosing nursing as a career – to not just provide good and safe care, but to add positivity to the lives of our patients and residents. When we keep an open mind to picking up new knowledge and information, we open doors to more ways to engage our patients and provide better care.

**Mary Joy Villegas**  
Staff Nurse  
*Thye Hua Kwan Nursing Home*

### Dementia, Music & Me

We have the right to be recognised as who we are, to make choices about our lives that comprises of taking risks and contributing to our society. Our diagnosis should not define us nor should we be ashamed of it.

Thye Hua Kwan Nursing Home (THKNH) is an eldercare facility with equipped with 285 beds; in this organization we are constantly thinking of ways to keep our residents engaged and delighted.

**285 different people with varying needs and functional abilities.**

Of particular challenge, are the residents with dementia...

Research showed that music therapy can improve a resident's mood especially for those stricken by dementia. Music is universal – everyone can listen and participate in its soulful magical elements including the care staff.

We gathered those with musical talent to sing to the residents while going on with our daily assigned tasks. We also encourage residents to listen to their favorite music and have even organised impromptu karaoke sessions for those who have a penchant for singing to showcase their hidden talents.

Since we had experienced a measurable amount of success, we began paying attention to the type of music that works best for dementia patients and individualised the kind of music we play for them.

We discovered that *songs with special meaning to them improved residents' moods*. The process of speaking to the residents to find out more about their music-related preferences has become another chance for us to engage them, thereby facilitating in improving their ability to communicate and even lowering their dependence on pharmacological therapies.

Being the amateurs we are, we rarely hit the right notes. But what I hear is the joy in the residents' voices, and witness the smile it brings to their faces – these are the characteristics that liven up our nursing home.

**Abrigonda Eymard Andal**  
Senior Staff Nurse  
Thye Hua Kwan Nursing Home

# Lifelong Learning for Nurses

The general assumption of the term “lifelong learning” is that it is primarily directed at middle or older-aged adults. It aims to enhance their current known skills and keep them mentally stimulated. However, that is not the case. Learning is neither limited to the four walls of a classroom, nor does it come with a time limit. There is no “right time” to learn or to stop learning, nor is there a right time and place to apply our knowledge (Fischer, 2000).

Nursing is a profession that promotes lifelong learning. Prior to starting our nursing careers, we were all taught in nursing school that the Nursing profession is both an “art and science” (Oliveira et al., 2017). It was imperative to combine both the grounded work and the empirical knowledge learnt, to provide holistic, person-centred care. Clinical nursing work taught us how to utilise our critical thinking skills to make decisions that would benefit our patients. As we progress through our nursing careers, we learn appropriate bedside manners. This is especially important when we speak to our patients about the truth of their medical prognosis (i.e. Advance Care Planning or signing a Do-Not-Resuscitate order).

In this current technologically advanced age, new research developments are being discovered daily. New nursing practices and policies are constantly being written and implemented. To keep up with this rapid progression, it is imperative that we nurses are open to change and learning. Besides keeping up with the latest healthcare innovations, lifelong learning equips nurses with the open-mindedness to challenge the current practices. It also allows nurses to explore new and potential nursing workflows or interventions to improve our nursing care.

**Ungsod Victoria Anne**  
Senior Staff Nurse  
*Mount Alvernia Hospital*

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## Lifelong Learning for Nurses

### Lifelong Learning for Nurses



From policies to patients and everything in-between, [Singapore's healthcare industry](#) is constantly evolving. Aging population, technological advancements, and illness trends all have an impact on the direction healthcare is heading. Along with these changes, our healthcare providers, especially the nurses are undoubtedly an essential part of the healthcare system.

As Albert Einstein once said *"Intellectual growth should commence at birth and cease only at death."* Our education journey does not end after we graduate and become licensed RNs. We are treading on a journey of lifelong learning that continues throughout our nursing careers. It is vital to keep abreast of the changes in nursing and learn throughout our careers to gain knowledge consistently. Thus, lifelong learning helps to enable us to enhance our professional developments and fulfil our scope of practice and standards of care.

We are pleased to share that Raffles Hospital has been awarded a four-year re-accreditation with Distinction as the provider of nursing continuing professional development by the American Nurses Credentialing Centre (ANCC). We are the only hospital in Singapore that achieved Accreditation with Distinction. Learn more about the ANCC accreditation programme here: <http://nursingworld.org/accreditation>



**Dira Haridas**  
Clinical Educator, Nursing  
Education Department  
Raffles Hospital



## Nurse-led Clinic: Future of Ophthalmology Nurses

The role of a specialist or advanced practice nurse (APN) for ophthalmology has been evolving and is in demand. In Singapore, the demand for intravitreal injections has increased in recent years. This has led to the need to upskill nurses to administer the injection independently through training that was first conducted by Tan Tock Seng Hospital (TTSH).

However, it was noted that other than TTSH, no other nurse-led IVI training was reported in Asia (Teo et al., 2020). Teo et al. (2020) also highlighted that the nurse-led training carried out at the Singapore National Eye Centre (SNEC) in 2017 has shown positive outcomes such as cost savings, clinical safety and higher satisfactions with patients as compared to doctors performing the injection. This study has also contributed to the evidence that speciality-based roles such as APNs in ophthalmology have a niche to occupy in the local healthcare setting.

Similarly, there were studies which supported nurse-led ophthalmology clinics; for instance, diagnosing and managing the patients' eye conditions at the emergency department (Kirkwood et al., 2005; Ezra et al., 2005).

The role of APNs in an emergency eye clinic in triaging, diagnosing and management has been observed to be clinically significant. These studies have also emphasised that APNs have been found to be more accurate than a senior house officer in all aspects of assessments such as history taking, visual acuity, describing the ocular anatomy and making provisional diagnoses.

These findings strongly support the demand for ophthalmology APNs in Singapore and hints at a possible demand for such APNs in the emergency department. These upskilled APNs will be able to help split the workload and relieve the shortage of medical manpower in the emergency department.

**Marni Binte Mohammad**  
Ophthalmology Nurses Chapter



## *Lifelong Learning for Nurses*

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### Lifelong Nursing

*“Let us never consider ourselves finished nurses...we must be learning all of our lives.”*

- Florence Nightingale

This quote serves as a constant reminder that learning does not end upon the completion of our studies but is a lifelong pursuit. Lifelong learning is a continuous and dynamic process that encompasses both the professional and personal lives of nurses. It involves time and dedication to question and seek answers on one's clinical environment, skills, knowledge and to appreciate new concepts and ideas (Mlambo, Silen, & Mc Grath, 2021). The ultimate goal is to keep our knowledge and skills current and relevant to deliver quality nursing care.

The importance of lifelong learning, however, has constantly been undermined by increased healthcare demands, draining nurses' time from learning and assessment (Mlambo et al., 2021). As a result, nurses' professional knowledge and competence can deteriorate over time if not kept up-to-date with latest evidence-based literature that are readily available (Newland, 2019). It is therefore essential to understand factors that encourage nurses to cultivate lifelong learning. Eldeson (2012) explained that high patient expectations for quality healthcare, continuous professional development, broadening of knowledge and skills to deal with current healthcare trends are some driving forces of continuous learning. Furthermore, healthcare institutions must also render their fullest support to nurses and encourage them to undertake lifelong learning with the provision of protected time, resources and incentives (Qalehsari, Khaghanizadeh, & Ebadi, 2017).

There are many ways we could partake in lifelong learning. For me, attaining higher and specialised academic certifications in various areas within and beyond nursing, participating in workshops and courses to acquire new skills and knowledge, daily reflections of my clinical performance and on-site clinical learning and teaching, are some examples of how I practice lifelong learning. It has allowed me to gain in-depth knowledge from expert practitioners, be open to new ways of thinking and to function in different clinical environments. This has also greatly encouraged me to pursue my passion for education.

Therefore, it is my firm belief that a successful lifelong learner should possess key

## *Lifelong Learning for Nurses*

characteristics such as a strong desire to expand their knowledge and skills set, actively seek learning opportunities and keep their minds active through constant reflection and questioning. These efforts will enable them to consistently translate relevant knowledge and competent skills into delivery of high-quality nursing care.

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## *Letter to My Patient*

# Thank You for Letting Me Participate in Your Care Journey

Dear Mr W,

I would like to thank you for the trust and the opportunity to participate in your care journey. I received three messages from home hospice nurses and ward nurses that you and your daughter, Cindy had been trying to contact me and asked me to return your calls. There was no mention of the matters concerned.

It was hard for me to return the calls that week as I had back-to-back clinical duties and teaching sessions. Nonetheless, I managed to squeeze out some time to phone you and I was glad that we had long and fruitful conversation.

Cindy sounded helpless and she was at the verge of breaking down as you were reluctant to accept their help at home. At the same time, you were struggling with the physical symptoms like constipation, abdominal pain, and hiccups due to your advanced cancer; you were frustrated by your functional decline which kept you room-bound. You were not keen for the home hospice team to review your needs, thinking that all these would resolve by itself soon, and you did not wish to burden other people as well. It was hard to provide psychosocial support over the phone but I managed to persuade you that help was necessary and home hospice team would need to review you soon.

The home hospice team managed to visit you the next day and provided treatment to manage your symptoms. I was updated by the home hospice nurse of your condition and the family's coping status before you were admitted to inpatient hospice eventually.

Thank you for the opportunity to let me participate in your care journey, I hope you will have a comfortable end-of-life journey at the inpatient hospice which is your preferred place for end-of-life care and death.

Your Palliative Care Nurse,

**Goh Hwee Jin**  
Senior Staff Nurse  
*Palliative Care Unit*  
*Changi General Hospital*



## Thank You, Sam!

The Editorial Team would like to say a huge thank you to Dr. Sam Goh for his invaluable contribution towards SNA Connect over the years. Sam had been a reliable and encouraging colleague, and was always able to offer sound advice. Thank you, Sam.

We wish you all the best in your journey wherever, and whatever, that may be. It was a pleasure to work with you.

**Derek Tham Juncheng**  
Chief Editor  
*The Connect*

## Event - Bowling

### Bowling Year 2022

A total of 68 nurses from the various hospitals and SNA Nurses Chapters bowled with best fun in the 20th SNA President Challenge Bowling Tournament, on 31st July 2022 at Planet Bowl (Civil Service Club).

SNA President Samantha Ong threw the first bowl to kick start the tournament with a STRIKE! While the tournament was ongoing, everyone had a chance to mingle with colleagues from other hospitals, and cheering one another for the Challenge Trophy.

The event ended with a prize presentation to the top three team events and top three individuals. Special prizes were given out to the five individual who strike Turkey, as well as two Best Dressed Teams.

Heartiest congratulations to Team PNC Legends from IMH for being crowned the Champion Team!





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The course is accredited by the Singapore Nursing Board and conducted in partnership with Singapore Nurses Association/ Nurses Learning Hub and PSB Academy.

For further enquiries, please go to



[psb-academy.edu.sg](https://psb-academy.edu.sg)

## Admission Requirements

Applicants must hold a current nursing certificate or diploma from a recognised nursing school or tertiary education institution and is currently employed as a registered nurse and hold a valid practising certificate with the Singapore Nursing Board.

## Upcoming Intake

August 2022

## Course Fee (incl GST)

SNA Members: S\$20,744.18  
Non Members: S\$ 23,010.20

## Application Fee

S\$130.00

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