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Nurse Management Education to Improve Job Satisfaction and Nurse Retention

MOTUNRAYO OMOLOYE ADEGORUSI
Walden University

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Walden University

College of Nursing

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Motunrayo Adegorsu

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
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Review Committee

Dr. Courtney Nyange, Committee Chairperson, Nursing Faculty

Dr. Barbara Gross, Committee Member, Nursing Faculty

Dr. David Sharp, University Reviewer, Nursing Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University
2022

Abstract

Nurse Management Education to Improve Job Satisfaction and Nurse Retention

By

Motunrayo Adegorusi

MS, Walden University, 2017

BS, Coppin State University, 2012

Project Submitted in Fulfillment
Of the Requirements for the Degree of
Doctor of Nursing Practice

Walden University

February 2022

Abstract

Nurses play a critical role as primary care providers in correctional facilities, as well as custodians of security. However, there is a significant disparity in the supply of nurses in correctional settings relative to other practice settings, which is a major gap in practice. The current problem arises from the inability to retain nurses in the correctional settings. Prisons have a harsh work environment characterized by a difficult patient population and stringent policies that govern operations. Additionally, a high level of bureaucracy impedes system reforms and transformations. The purpose of the DNP project was to find out if the implementation of management staff education would improve job satisfaction and retention rates among correctional nursing staff. Published research evidence specific to job satisfaction and turnover in corrections was the primary source of evidence for the project. The Iowa evidence-based practice model guided the search process. Eleven nurses participated in the educational intervention project. The project employed the pretest/posttest design without a control group. Findings have shown that the rate of nursing staff satisfaction increased from 30% (pretest) to 50% (posttest). In addition, turnover intentions reduced from 78.6% (pretest) to 63.6% (post-test). Effective management is necessary to promote a supportive workplace culture. Specifically, improving working conditions and engagement of correctional nurses in key decisions can improve job satisfaction and intention to stay. The management should also foster access to professional growth and development. This will attract highly skilled healthcare workers who will drive the change agenda and reform nursing practice in the correctional setting to be on par with nursing in other settings.

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Dedication

First, this project is dedicated to my maker and Creator, God Almighty for the grace He bestowed upon me to attain this height, without which I am not even worthy of such honor and grace. Second, I dedicate my project to all Nurses all over the world who work relentlessly and tirelessly to ensure positive patient outcomes are achieved by patients in their care despite their own personal life's challenges. You are the world's superhero. Third, I dedicate my doctoral work to my beautiful family, my children Toluwalase, Oluwatolani, Modesire, and my loving husband Adekunle Adegorusi. I hope this project inspires my children to continue the path of life-long learning in a career that brings sparkles to their lives. I specially dedicate this project to my husband Adekunle Adegorusi who has supported me constantly since my undergrad study and in our home life. Without his support, this pinnacle will not have been achievable. Finally, I dedicate this project to my late sister Maria Adesola Falodun, who despite her state of health due to complications of Lupus, worked tirelessly with wound covered feet to ensure her colleagues do not work short at the prison where she worked. Maria died on the job right after arriving for her shift in the early hours of the 28th of April, 2020. Big sister Maria, you will never be forgotten, your legacy lives on.

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Section 1: Nature of the Project

Introduction

Increased nurse turnover rate in correctional settings is a barrier to clinical independence in jails, prisons, and other detention settings (Pont et al., 2018). Increased nurse turnover rates correlate with inherent challenges to nursing practice in correctional facilities. Such challenges apply to the context and complexity of care, professional and public stigma towards correctional health nursing (Shelton et al., 2020). Context of care includes the experience of moral distress experienced by healthcare employees who work in prison healthcare environments. According to Hancock (2020), correctional facility nurses experience significant moral distress due to compassion fatigue, vicarious trauma, and professional burnout. The patient population in prison healthcare facilities require complex care owing to the high rates of psychiatric illness, chronic diseases, communicable illnesses, and behavioral abnormalities among prison inmates (Shelton et al., 2020). Studies have shown that correctional nurses report negative feelings about their profession due to stigmatization and lack of recognition in comparison to other traditional nursing specialties, where working conditions, salary, and opportunities for professional advancement are favorable (Shelton et al., 2020).

Poor nursing retention in prison healthcare settings results in workforce shortage, further contributing to the challenge of correctional healthcare (Shelton et al., 2020), thus necessitating the promotion of interventions that aim to improve nurse retention in correctional facilities. The role of nurse managers in improving nurse retention in various healthcare settings has been extensively studied. For instance, Hagan and Curtis (2018)

asserted that managerial interventions that increase nursing autonomy, improve job satisfaction, and provide competitive salaries improve nursing retention. These findings correlate with the findings of Scruth et al. (2018), who asserted that work-life quality and healthy work environments are associated with transformational leadership among nurse leaders and improved nurse retention.

With this project I aimed to implement a management staff education for the purpose of improving job satisfaction among the correctional nursing staff. This project supported social change through scholarship, as reflected in the eight-features framework of social change and leadership of Walden University (2017). Such support was accomplished through application of theory, research, and evidence from practice, which improved working conditions of nurses in correctional facilities and increased retention of correctional nurses. In addition, evidence generated from this project can be disseminated to other correctional healthcare facilities to improve human and social conditions for nurses and for the population they serve.

Problem Statement

Poor nurse retention rates in a correctional facility are the local nursing problem. According to the census of the Department of Corrections in Maryland (2019), there were 11,516 inmates in a correctional facility in the Eastern United States in 2018. As of April 2019, there were 2,920 additional inmates and 224 releases. This population was served by 932 correctional facility staff. Less than 30% of the correctional facility staff in this region are healthcare personnel, so that one healthcare employee serves 32 inmates. Considering that the healthcare personnel employed in these correctional facilities are

physicians, physician assistants, nurse practitioners, nurses, and nurse assistants, each correctional nurse in each facility served more than 32 inmates (Maryland Department of Corrections, 2019). This represented a nursing workforce problem, which impacted job satisfaction and nursing turnover rates. According to Hairr et al. (2014), there is an inverse relationship between job satisfaction and nurse retention. The recommended effective nurse to patient ratio is 1:4 (Hairr et al., 2014). Increased nurse to patient ratios, as highlighted in the workforce data of the Maryland Department of Corrections (2019) for the correctional facility, results in increased workloads, thereby resulting in poor job satisfaction and poor nurse retention rates.

Local Relevance

Shelton et al. (2020) emphasized that a nursing shortage in various correctional healthcare settings is an important barrier to nursing practice in the American justice system. Nursing professionals have been at the forefront in meeting the complex healthcare needs of inmates in various prison healthcare settings. Increased nurse turnover rates, poor job satisfaction, and increased workloads have been identified as important aspects of nursing management that have resulted in a nursing workforce shortage (Shelton et al., 2020).

Leadership has been identified as a key factor in resolving problems of increased nurse turnover (Wallis et al., 2013). For instance, Wang et al (2018) conducted a study that involved nurse manager education on transformational leadership, which resulted in improved nurse intention to stay. These findings are consistent with the study of Boamah et al. (2018), which showed that use of transformational leadership approaches by nurse

managers promotes job satisfaction among the nursing staff, resulting in improved patient safety. Because of the nursing workforce problem in correctional facilities, it was relevant to investigate whether management education would result in improved job satisfaction and nurse retention in prison healthcare settings.

Significance to Nursing Practice

Choudhry et al. (2017) emphasized that nursing practice in prison environments is challenging because inmates have complex care needs compared to the general population. In this regard, key aspects of transformational leadership have been shown to improve workplace empowerment, which resulted in improved nurse job satisfaction and improved patient outcomes (Boamah et al., 2018). Educating nurse managers on transformational leadership is important to improve their knowledge and skills in utilizing principles of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration in managing the correctional facility nursing staff. There is a body of literature that supports the use of transformational leadership approaches in improving job satisfaction and reducing nurse turnover rates in acute and chronic care facilities (Boamah et al., 2018). Understanding the implications of transformational leadership approaches among nurse managers in correctional facilities may improve the working environment of correctional facility nurses and improve nurse retention through increased job satisfaction in a correctional facility in Eastern United States.

Purpose of the Project

Nursing workforce shortage in correctional facilities results in increased workloads, poor job satisfaction, and increased nurse turnover rates (Shelton et al., 2020). Considering the literature that supports the importance of leadership strategies to improve practice environments and sustainability of the nursing workforce, I intended this doctoral project to address the following practice-focused question:

PFQ: Is management staff education on improving job satisfaction effective in reducing turnover rates among the correctional nursing staff?

Understanding the impact of management staff education on job satisfaction and nurse turnover rates have important implications for nurse leaders and administrative leaders in correctional facilities. This project has shown that nurse management staff education can improve the correctional facility healthcare work environment by improving nurse empowerment, staff retention, and job satisfaction. This doctoral project's pretest/posttest design contributes to the body of knowledge that seeks to address the practice problem of nursing workforce shortages in correctional facilities.

Nature of the Doctoral Project

Sources of Evidence

To obtain information regarding the efficacy of nurse management education on job satisfaction and nurse turnover rates, sources of evidence that I utilized in this doctoral project's pretest/posttest design included the Global Job Satisfaction questionnaire given to present staff nurses, Nurse Intent to Stay Scale before and after the management staff education intervention of present staff nurses, and relevant literature

from peer-reviewed journals on leadership approaches of management education interventions that improve job satisfaction and decrease nurse turnover rates of healthcare facilities.

Procedural Approach

After a review of evidence, permissions to conduct the doctoral project were obtained from the Institutional Review Board of Walden University (approval number 06-02-21-0566180) and the project site. These were followed by evidence-based program planning, project implementation, project evaluation, and preparation of the final report. This doctoral project adhered to the academic and research policies of Walden University and the project site.

Purpose and Gap in Nursing Practice

The main objective of this doctoral project was to determine if management staff education improves job satisfaction and nurse turnover rates in correctional facilities, drawing evidence from published literature and applied in a single correctional facility as an exemplar.

Significance

Stakeholders

The stakeholders of this doctoral project were the administrative leaders of the correctional facility, the nurse managers, and the nursing staff. Understanding the impact of management staff education enabled administrative leaders of the correctional facility to start creating institutional policies and standards pertaining to nurse management staff education. As an example, Choudhry et al. (2017) described a model for in-service

training of nursing professionals. Evidence gathered from this doctoral project may be used to improve the managerial practices of nurse managers in correctional facilities, which may improve job satisfaction and nurse retention rates.

Potential Contributions to Nursing Practice

Evidence obtained from this single institution experience may be applied to other correctional facilities as part of evidence-based nursing practice. This doctoral project contributed to the body of knowledge that helps improve the practice environment of nurses working in correctional facilities and the well-being of the patient population they serve. Evidence suggests that leadership is a key factor in empowering nurses in their professional lives (Boamah et al., 2018). This doctoral project also potentially contributes to advancement of nursing leadership, which plays an important role in the advancement of nursing practice.

Potential Implications for Positive Social Change

In caring for special needs and vulnerable patient populations, correctional nurses work at the junction of the American Justice system, public health, and mental healthcare systems (Shelton et al., 2020). Correctional nurses play an important role in meeting the complex care needs of inmates. Choudhry et al.'s (2017) personality and social structure perspective model explains the importance of nurses in the lives of prisoners in detention settings. Nursing professionals carry out their roles effectively by establishing their own social identity with respect to the population they serve. Understanding the efficacy of nurse management education with the goal of improving working conditions of nursing professionals in correctional facility settings aids in strengthening the practice framework

of nursing professionals and their distinct social roles in complex care environments. This can potentially overcome the social stigma of working in prison healthcare settings, thereby impacting a positive social change.

Summary

Nurses in correctional facilities are challenged by unfavorable working conditions resulting in poor job satisfaction and increased nurse turnover rates. This further complicates a nursing workforce shortage, which negatively impacts the care of inmates with complex care needs. Evidence suggests that transformational leadership approaches among nursing professionals improves work empowerment and job satisfaction and decreases nurse turnover rates. In this doctoral project I aimed to investigate the efficacy of a nurse management staff education and its impact on job satisfaction and nurse turnover rate in a correctional facility in Eastern United States. Evidence gathered from this doctoral project may be used to improve working conditions of nursing professionals in correctional facilities and the patient population they serve. In Section 2 I discuss the model used to guide this project, the project's relevance to nursing practice, the local background and context, and the role of the DNP student and project team.

Section 2: Background and Context

Introduction

Nurses in prison healthcare settings are faced by workforce challenges attributed to poor job satisfaction and increased nurse turnover rates. Data from the Maryland Department of Corrections (2019) revealed that the nurse to inmate ratio in correctional facilities is 1:32, which is far from the effective nurse to patient ratio of 1:4 (Hairr et al., 2014). In line with this, evidence suggests that transformational leadership approaches have been successful in improving working conditions of nursing professionals, which result in improved job satisfaction rates and lower nurse turnover rates. With this doctoral project I aimed to answer the following practice-focused question:

PFQ: Is management staff education on improving job satisfaction effective in reducing turnover rates among the correctional nursing staff?

In line with this, the purpose of this doctoral project was to determine if management staff education improves job satisfaction and nurse turnover rates in correctional facilities by applying the principles of evidence-based nursing practice to a correctional facility in the Eastern United States. In this section I discuss the effect nurse managers have in fostering job satisfaction and reducing nurse turnover rates in correctional medicine.

Concepts, Models, and Theories

Iowa Evidence-Based Practice Model

Founded on the Rogers nursing theory of diffusion of innovations, the Iowa evidence-based practice model is a validated framework that is utilized to advance healthcare and nursing practice in various practice settings (Iowa Model Collaborative,

2015). Its essential components include identifying of practice issues, examining whether the issue is a priority, forming a team, appraising and synthesizing evidence, designing and implementing a pilot study for practice change, integrating and sustaining practice change, and disseminating the results (Iowa Model Collaborative, 2015).

Following the Iowa evidence-based practice model, the nurse practice issues that I identified using this model were two-pronged. First was that the nursing workforce shortage in correctional facilities is secondary to poor job satisfaction and increased nurse turnover rates. Second was the effectiveness of management staff education as an intervention to improve job satisfaction and reduce nurse turnover rates in correctional facilities. Addressing this practice problem is a priority as nursing workforce shortage negatively impacts patient outcomes in correctional facilities (Shelton et al., 2020). A project team was formed and designated to conduct a systematic search of evidence and to weigh the quality of and synthesize the evidence. The project team also designed and piloted a practice change plan using evidence synthesized from literature. Administrative leaders and nursing leaders in a correctional facility were engaged to integrate and formulate interventions to sustain management staff education as part of the standard operational procedures in the correctional facility. Dissemination of results were performed in presentations, lectures, and written research output.

In this doctoral project, job satisfaction pertained to a subjective outcome among nurses in relation to how they perceive their work environment and the patient population they serve (see Boamah et al., 2017). In addition, the core principles of transformational leadership style to be applied in nursing practice included idealized influence, inspired

motivation, intellectual stimulation, and individualized consideration (see Boamah et al., 2017).

Relevance to Nursing Practice

There is paucity of literature regarding nursing practice in correctional facilities. In a scoping review by Simons et al (2020), it was emphasized that correctional facilities are a distinct nursing practice owing to inherent specialized aspects of care for a vulnerable population. Pont et al. (2018) asserted that the provision of healthcare in correctional facilities has distinct ethical aspects pertaining to confidential care and humanitarian support for inmates with complex care needs. Shelton et al. (2020) asserted that the nursing workforce shortage represents a nursing practice challenge in correctional facilities. Previous efforts to address the workforce shortage centered on the application of transformational leadership approaches to improve job satisfaction and nurse retention (Boamah et al., 2017). In this regard, this doctoral project was relevant in mitigating the problem of nursing workforce shortage in correctional facilities by investigating whether a management staff education intervention will improve job satisfaction and nurse retention. This doctoral project could improve nursing leadership in prison healthcare settings, including contributing to the advancement of nursing practice in the project setting.

Local Background and Context

Evidence suggests that transformational leadership approaches are beneficial in addressing poor job satisfaction and increased nursing turnover rates in various practice settings (Boamah et al., 2017). In a study by Wang et al. (2018), educational

interventions among nurse managers on transformational leadership resulted in improved emotional intelligence in the workplace, thereby positively influencing the nurse's intent to stay. Considering this evidence, for this doctoral project I investigated whether a management staff education intervention would improve job satisfaction and improve retention in a correctional facility in the Eastern United States.

The setting for this project was a correctional facility in the Eastern United States with an inmate population of 10,114, 11,277, 11,974, and 11,516 from 2015 to 2018, respectively. As of April 2019, the project site had 2,920 additional intakes and 224 releases. The population of healthcare employees in the region were 932 in 2015 and 1,162 in 2016, 1,247 in 2017, and 1,306 in 2018. (Maryland Department of Corrections, 2019). Less than 30% of the Department of Corrections employees are healthcare personnel; from 2015 to 2019, those numbers were about 228, 227, 283, 303, and 318 respectively (Maryland Department of Corrections, 2019). The respective ratios were 1:44, 1:50, 1:44, 1:38, and 1:32. Considering that the healthcare personnel employed at the Department of Corrections are not all nurses but a mix of physician assistants, medical technologists, sanitarians, and so forth as stipulated by the Maryland Department of Corrections (2019), the nurse to inmate ratios are inadequate given that Hairr (2014) asserted that an effective nurse to patient ratio is 1:4. This emphasizes the significance of this project for the correctional facility.

Role of the Doctor of Nursing Practice Student

As a DNP student, I had the opportunity to have my practicum in a correctional facility in Eastern United States. During my practice, I observed the challenges that

correctional nurses face in their daily practice. One of the biggest challenges that I observed was nursing workforce shortage, which aligned with literature and data from the Department of Corrections. I recognized this as an opportunity for improvement and professional advancement, thereby resulting in this DNP project. It was my intent to make meaningful contributions to the improvement of the work environment of correctional nurses and the patient population that they serve.

I engaged in a leadership role in this doctoral project by forming a project team that carried out the task of critical appraisal and synthesis of evidence from the literature prior to designing a pilot project. I engaged the administrative management of the facility to recruit members of the management staff to voluntarily participate in this DNP project.

During my practicum, I gained sufficient exposure to correctional facility nursing, which served as the driver of this endeavor. Patients in the correctional facility have complex care needs due to increased rates of mental illness, substance abuse, tuberculosis, type II diabetes, and other chronic health illnesses. Based on my experience, nursing professionals play an important role in meeting the healthcare needs of this population. Increased turnover rates and poor job satisfaction among nursing professionals further increases the challenge in meeting the healthcare needs of inmates. In this regard, I was motivated to create a doctoral project that assisted in mitigating the nursing workforce problem in the correctional facility.

Role of the Project Team

The project team consisted of designated representatives from the administrative staff, the nurse management staff, correctional facility nurses, physicians, and physician

assistant. Following the Iowa evidence-based practice model, the project team appraised and synthesized evidence-based information regarding management education to improve job satisfaction and nursing retention in healthcare and correctional facilities. Meetings were conducted over a course of 1 month to perform critical appraisal of gathered literature. Another month was dedicated to designing an evidence-based pilot educational project, while the project itself was carried out over a period of 2 months. In these 2 months, the educational project was carried out including postintervention analysis. A meeting was organized that allowed team members to review and to provide feedback on the project's results.

Summary

The Iowa evidence-based practice model was used as a guiding framework to investigate the effectiveness of nurse management staff education in improving job satisfaction and nurse retention in correctional facilities. This process involved designating members of the project team who played an important role in review and synthesis of evidence prior to its translation to clinical practice. I describe the collection and analysis of evidence in the following sections.

Section 3: Collection and Analysis of Evidence

Introduction

The purpose of this doctoral project was to contribute to existing knowledge to address the problem of the nursing workforce shortage in correctional facilities. Nursing shortage is a major practice problem in correctional facilities in the Eastern United States. Professional nurses in the DOC provide care for at least 32 patients per shift (Maryland Department of Corrections, 2019), which is greatly disproportionate to the ideal effective nurse-patient ratio of 1:4 as described by Hairr (2014). This project utilized the Iowa evidence-based practice model as a framework to address the practice-focused question. This framework involved a collaboration among the designated members of the project team who reviewed and synthesized relevant evidence prior to application in clinical practice. Review of the evidence focused on interventions that improve job satisfaction and decrease nurse turnover rates in health care facilities and correctional settings. Data were gathered from reputable sources in electronic databases. Evidence generated from these sources were synthesized to design a pilot study prior to dissemination of results.

Practice-Focused Question

The practice-focused question that this doctoral project aimed to answer was:

PFQ: Is management staff education on improving job satisfaction effective in reducing turnover rates among the correctional nursing staff?

Sources of Evidence

Given the complex challenges of nursing professionals in correctional facilities, poor job satisfaction and increased nurse turnover rates account for a nursing workforce

shortage. This was shown in the study of Wang et al. (2015), which revealed that pay scale constitutes the least significant components of job satisfaction among nurse practitioners working in prisons. The nature of nursing responsibilities in corrections is also a source of stress among nurses, along with time pressure triggered by inadequate staffing, as well as a lack of organizational support and the demand for increased productivity. The evidence provided by this project may help leaders in correctional facilities close the current gap in practice that has been causing such a high nursing turnover in the correctional system (see Dean, 2017; Mahoney, 2015).

Published Outcomes and Research

The following electronic databases and search engines were accessed to search for literature related to the practice problem: PubMed, ProQuest, CINAHL Complete, MEDLINE, Cochrane Database, and Ebscohost. The search terms I used to search for relevant literature included *education, education interventions, nurse management, management, job satisfaction, nurse turnover, nurse retention, prison, jail, correctional facility, prison healthcare, and healthcare management.*

The literature review was limited to original articles published from 2015 to 2020 using the English language. Members of the project team were assigned to review the abstract of every article to check for its relevance to the topic. Forty-five-minute team meetings were conducted virtually once weekly to critically appraise and synthesize gathered literature. The Iowa evidence-based practice model was used to critically evaluate the relevance of literature prior to its application to the clinical practice setting.

Evidence Generated for the Doctoral Project

All members of the nurse management staff were recruited via formal invitation with emphasis on voluntariness of participation. Because this doctoral project was conducted in one correctional facility, all members of the nurse management staff were encouraged to participate. Participation was voluntary. Because the practice-focused question pertained to nurse management staff education, the participation of the nurse management staff was critical to the success of this doctoral project.

Procedures

The primary outcome measures of this doctoral project were job satisfaction and retention rates. Job satisfaction was measured using the Global Job Satisfaction questionnaire, which was adapted from the study of Boamah et al. (2018). The Global Job Satisfaction questionnaire was originally developed by Hackman and Oldham in 1976; it consists of a four-item global measure of job satisfaction. For noncommercial use, copyright approval is not required for these surveys. Based on a previous study, the Global Job Satisfaction questionnaire has an internal consistency and reliability of 0.78 and 0.85 (Boamah et al., 2018). Nurse retention was measured using the Nurse Intent to Stay Scale, which was previously used in the study of Wang et al. (2018). This scale has an internal consistency reliability of 0.78 with a Cronbach's alpha score of 0.79 (Wang et al., 2018).

Protections

A formal letter of invitation was distributed for all the members of the nurse management staff. To protect the autonomy of all prospective participants, voluntary

participation was emphasized. I obtained an informed consent from the voluntary participants, and all participants were informed that they can voluntarily withdraw at any time during the pilot project without consequence. I obtained permission from the Walden University Institutional Review Board and the correctional facility Institutional Review Board to ensure that the conduct of this project was aligned with ethical principles.

Analysis and Synthesis

Data was collected using self-report questionnaires (Global Job Satisfaction questionnaire and Nurse Intent to Stay Scale) before and after the implementation of the management staff education intervention. The data collected from the survey were used to review the effect of staff management education in improving job satisfaction and nurse retention. Wilcoxon signed-rank test and Z-scores were used to assess the model (see Boamah et al., 2018). Statistical significance was computed to compare the scores on both the Global Job Satisfaction questionnaire and the Nurse Intent to Stay Scale before and after the educational intervention

Summary

This project was designed to contribute to the existing body of knowledge regarding the nursing shortage in correctional facilities. This project utilized the Iowa evidence-based practice model, wherein a designated project team reviewed and synthesized published literature from reputable sources and analyzed the statistical survey responses of present staff nurses. Synthesis of evidence was used to design a pilot project, which involved the implementation of an evidence-based educational intervention for the

management staff in a correctional facility in Eastern United States. To protect the best interest of the project participants, permission from the Institutional Review Board of Walden University and the correctional facility were obtained prior to project implementation. The primary outcomes that were measured in this pilot project included job satisfaction and nurse retention rates. Data gathered were analyzed using descriptive statistics and computation for statistical significance before and after the implementation of the evidence-based project. The findings and recommendations of this project can be used to further improve the work environment of the correctional facility nursing staff, which plays a significant role meeting the complex care needs of inmates in correctional facilities. Findings and recommendations are discussed in Section 4.

Section 4: Findings and Recommendations

Introduction

Retention of nursing staff is difficult in prisons considering that they present unique and complex challenges. For instance, correctional facilities have a harsh work environment characterized by a difficult patient population and stringent policies that govern operations. Role ambiguity and conflict are pervasive in corrections given the duality of the nursing functions (Boamah et al., 2018). According to Choudhry et al. (2017), nurses perform the dual roles of providing both nursing care and custody. The main concern raised by Choudhry et al. (2017) is that the roles are adversarial rather than complementary, with custody superseding nursing care. Consequently, the conflict between security limitations and inmates' healthcare needs is a significant source of occupational stress and ethical dilemmas for nurses in corrections. Prisoners constitute one of the vulnerable population groups disproportionately affected by the current disparities in healthcare access. Prisons cannot meet the diverse needs of inmates without an adequate supply of highly trained and qualified correctional nurses.

The disparity in the supply of nurses in correctional settings relative to other practice settings is a major gap-in-practice. Consider the case where the nurse-to-patient ratio is 1:10 or below in psychiatric practice settings compared to 1:200 in the correctional settings (Shelton et al., 2020). The project setting had 14,212 inmates served by 932 healthcare staff as of April 2019; however, majority of the healthcare staff members were not nurses in direct patient care. Hence, nurse to patient ratio translates to a ratio of 1:32. Shelton et al. (2020) attributed the shortage to high turnover rates due in

large part to poor job satisfaction. Furthermore, the bureaucracies inherent in the corrections system are a significant barrier to transformational leadership and change management. Therefore, the purpose of the DNP project was to find out if the implementation of management staff education would improve job satisfaction and retention rates among correctional nursing staff. The practice-focused question for the project was as follows:

PFQ: Is management staff education effective in improving job satisfaction and reducing turnover rates among the correctional nursing staff?

Published research evidence specific to job satisfaction and turnover in corrections was the primary source of evidence for the project. The Iowa evidence-based practice model guided the search process. The first step entailed developing key search terms consistent with the purpose of the project, as well as the practice-focused question. The keywords were used to retrieve evidence from the following databases and search engines: PubMed, ProQuest, CINAHL Complete, MEDLINE, Cochrane Database, and Ebscohost. The inclusion criteria included English-only peer-reviewed articles published between 2015 and 2020. The review of the literature also focused on searching for primary studies and systematic reviews that had explored evidence-based interventions for job satisfaction and retention in corrections. The search strategy then narrowed down to staff education. The project team appraised and synthesized the peer-reviewed articles to filter the most relevant and appropriate for the phenomenon of interest.

Summary of the Intervention

The intervention involved educating nurse managers on effective leadership. The work environment in corrections is significantly different from that of other settings. The competing tension between stringent security requirements and provision of quality care make correctional institutions one of the most challenging work environment for nurses. There is an urgent need of well-trained nurse leaders at all levels to create functional work environments that promote a healthy workplace, characterized by a supportive organizational culture. Therefore, the educational intervention focused on improving the leadership competencies of frontline nurse leaders to increase nurse job satisfaction and reduce turnover intentions. The educational intervention emphasized transformational leadership to create work environments that optimize the wellbeing of nurses and minimize the predictors of burnout and emotional exhaustion.

The intervention was implemented over a period of 8 weeks based on three steps: planning, implementation, and evaluation. The planning phase entailed conducting a baseline assessment to evaluate educational needs and leadership competencies. The findings then informed the educational intervention. The implementation phase involved the delivery of the intervention to the sample of 11 nurse leaders. The facilitator conducted an informative session to familiarize the participants with the purpose and scope of the training. The participants then took part in six sessions depending on their availability. The shortage of nurses at the facility made it difficult to schedule the sessions at one time. Thus, the facilitator would engage nurses in 1-hour sessions before the beginning of their shifts. The effectiveness of the intervention was assessed using the

Global Job Satisfaction Survey and Nurse Intent to Stay Scale. For noncommercial use of these surveys, copyright approvals are not required (Appendix).

Findings and Implications

The pilot project included 17 nurses working fulltime at the correctional facility. Only 11 nurses responded to the posttest survey. As indicated, the purpose of the project was to measure the effectiveness of management staff education on staff satisfaction and retention rates. However, the project did not include a control group. Therefore, only descriptive statistics have been presented, specifically percentages and means. On the other hand, job satisfaction and nurse retention were the primary outcomes of the project. The analysis of survey responses has generated four major themes underpinning the two project outcomes. The themes included intention to stay; access to support resources; responsibilities, workplace culture, and management; and workload, recognition, and opportunities for career advancement.

Nurses' Intention to Stay

Most of the nurses (40%) agreed that they were happy at the work compared to 10% who strongly agreed with the statement. The findings demonstrated that only 50% of the nursing staff were content with working at the correctional facility. The findings are significant considering that perceptions about the workplace have a direct bearing on turnover intentions among staff nurses. For instance, 63.6% of the participants planned to leave the facility within a year while only 9.1% were committed to staying, with 27.3% who were undecided. The first set of findings underscored the relationship between job satisfaction and staff retention, which were the primary outcomes of the DNP project. A

key observation from the project is that the retention of nursing staff is a construct of job satisfaction. Therefore, the other three themes gleaned from the analysis explored the antecedents of job satisfaction and staff retention.

Access to Support Resources

Access to resources is one of the factors that influence staff satisfaction and retention. A large proportion of the nurses (72.7%) felt that they were not receiving adequate tools and technologies needed to perform their duties, compared to 18.2% who were undecided and 9.1% who believed they had sufficient resources. Furthermore, 63.6% of the respondents reported that they did not have adequate supplies required to perform their jobs, compared to 27.3% who were undecided and 9.1% who thought supplies were adequate. Limited access to adequate resources is one of the factors that influences turnover intentions among correctional nurses. Nurses have both legal and ethical responsibilities to ensure that patients have access to comprehensive care. However, the achievement of this goal is practically difficult in corrections because of the limited resources (Boamah et al., 2018).

On the other hand, most of the nurses (63.6%) felt that they were well trained to use the available tools at the workplace. Of these, 27.3% strongly agreed and 36.4% agreed to the statement, "I feel well trained to use the tools at my job." The findings demonstrate that correctional nurses have received adequate training and preparation to meet the diverse healthcare needs of inmates. Conversely, inadequate resources limit their scope of practice because they cannot deliver patient care to the full extent of their education and training. The main issue is that limited resources can be a significant

source of moral distress. Moral distress arises when adequately trained correctional nurses cannot meet the needs of inmates within the context of scarce resources (Choudhry et al., 2017). The shortage of nursing staff, coupled with heavy workloads, worsens the situation further by limiting the actions of correctional nurses.

Responsibilities, Workplace Culture, and Management

Many of the nurses (72.7%) felt that their job responsibilities were not clearly defined compared to 27.3% who had a contrary opinion. The duality of the nursing roles in the correctional settings is a major source of role ambiguity and conflict. Poorly defined roles are also a source of distress for the correctional nurses. Role ambiguity, workplace conflict, and moral distress contribute to low satisfaction rates, which increases turnover intentions. Correctional nurses are the primary healthcare providers across jails in the United States (Hancock, 2020). However, they have a responsibility of balancing the healthcare needs of inmates and the facility's security demands. The situation leads to role conflict, which is associated with low motivation, satisfaction, and engagement (Dhaliwal & Hirst, 2016). A notable example is that 72.7% of the nurses in this study felt that the current position was not allowing them to apply their skills and abilities as much as possible. Underutilization of skills and competencies can also lead to job dissatisfaction, which then increases turnover intentions.

Workplace culture is another important theme related to job satisfaction and staff retention. Many of the nurses (63.6%) were not in favor of their workplace culture compared to 27.3% who were undecided and 9.1% who answered in the affirmative. The findings are consistent with those reported in the literature, which have revealed a non-

conducive culture in corrections. Notable examples include the paternalistic nature of management and decision-making, as well as the risk of violence and other forms of misconduct by both the staff and prisoners (Hancock, 2020). Poor communication is one of the issues that emerged from the analysis in this study. A significantly higher number of the nurses (63.6%) strongly disagreed that they were receiving timely communication from their managers. The nurses were particularly concerned about receiving timely information of an impending staff shortage to allow for adequate preparation to handle the extra workload.

Moreover, 72.7% felt that the management was not investing in the success of the team although that same percentage reported working together as a team. The findings highlight the inadequacy of management in fostering a workplace culture that promotes effective communication and teamwork. The achievement of this goal is critical because 81.8% of the nurses reported uneven distribution of work across their teams. The finding exemplifies the failure of the management to invest in teams. Functional teams are instrumental in achieving organizational goals and strategies. Teamwork is particularly crucial in corrections considering the diversity of the workforce. Teamwork could allow correctional facilities to diffuse the tension that often exist between nurses and security personnel. Teamwork can also lessen the workload burden imposed on correctional nurses because of their dual roles as custodians and primary care providers (Dhaliwal & Hirst, 2016).

Management has a direct effect on the change management process. The DNP project focused on the implementation of management staff education to improve job

satisfaction and staff retention. The intervention and both outcomes fall under the purview of the management. Thus, one of survey questions was finding out whether the workplace was open to change. A significant number of the respondents (81.8%) felt that the workplace was not receptive to change. Employee engagement is a crucial theme that brings into perspective the limitations of the management. For instance, 54.6% of the participants felt that the managers did not value their feedback, compared to 36.4% who agreed and 9.1% who were undecided. Additionally, 81.8% of them felt that the management did not value their contributions. The latter findings demonstrate the exclusion of correctional nurses from key planning and decision-making processes at the facility. Limited employee engagement is one of the barriers to change management (Cope & Murray, 2017).

The contact of the management emerged as a vital element of workplace culture. Notably, 72.7% of the nurses viewed the current management as not being transparent. Two observations explain the nurses' indictment of the management as being nontransparent. First, 63.6% of the respondents argued that their superiors were not communicating workplace news both effectively and timely. Second, 45.5% rated their managers as communicating in a disrespectful manner, compared to 18.2% who felt that they were respectful while 36.4% were undecided. The contact of the managers highlights a workplace culture that is ambivalent to the needs and expectations of correctional nurses. Such an environment increases job dissatisfaction, subsequently increasing turnover rates.

Workload, Recognition, and Opportunities for Career Development

Heavy workload is a consequence of nursing staff shortage. In fact, there exists a vicious cycle between staffing shortage and workload. Specifically, heavy workloads account for a large proportion of turnover rates. High turnover in turn leads to staff shortage, which then increases the burden of work for the remaining employees (Hancock, 2020). Therefore, the concept of workload underpins discussions related to job satisfaction and retention. Findings from the analysis have shown that only 36.4% of the nurses rated their workload as being appropriate to providing safe and effective patient care. Comparatively, 63.6% were dissatisfied with their current workloads. Thus, heavy workload is a major problem at the project facility, meaning that correctional nurses must achieve more with limited resources and an unsupportive work culture. Despite the efforts, 63.6% of them felt unappreciated by their seniors.

Lack of appreciation from the senior management has a profound influence on job satisfaction and intention to stay. Nurses who feel unappreciated are more likely to leave their workplace. Ability to develop and grow professionally is one of the ways of appreciating the nursing workforce (Dhaliwal & Hirst, 2016). However, correction settings have been shown to have limited opportunities for personal and professional development. An overwhelming 90.9% reported that the management was not offering adequate opportunities for promotions and career development. Stagnation often leads to job dissatisfaction, contributing to the high turnover rates in corrections (Lambert et al., 2015). Most correctional nurses are more likely to leave the industry for career progression. Compensation is another element of job satisfaction and retention that

emerged from the analysis. A large percentage (81.8%) of the nurses felt that their compensation was incommensurate with that of their colleagues in the field. One of the nurses argued that increasing compensation and offering incentives would retain employees at the facility.

Inferential Statistics

The results presented above were analyzed in Microsoft Excel. The statistical significance of the results of the survey were identified with inferential statistics while using the Wilcoxon signed-rank test and Z-scores. The purpose of applying the inferential statistics was to find out if the difference between pre-test and post-test outcomes were statistically significant. Findings have shown that the rate of nursing staff satisfaction increased from 30% (pretest) to 50% (posttest). On the other hand, turnover intentions reduced from 78.6% (pretest) to 63.6% (posttest). The findings show that both job satisfaction and retention are complex issues under the influence of multiple factors. Consequently, management staff education alone is inadequate to address both issues in corrections. For instance, it would be counterproductive to implement the educational intervention without changing the existing organizational culture or promoting transformational leadership.

A notable observation from both analyses is that the respondents agreed that the adoption of new workplace policies consistent with other health settings would significantly improve satisfaction and retention. For example, there was a significant correlation between management and staffing outcomes ($Z = -2.000, p = 0.046$). Most of the nurses underscored the value of including them in key strategic planning and

decision-making processes to transform patient care in corrections. Another observation from the analysis is that the scores were clinically significant but not statistically significant. The findings were expected considering that the research included an imprecise sample size of eleven respondents. A sample size of at least 100 participants would have been sufficient to generate 80% power and a medium size effect between pre-test and post-test outcomes

Implications From the Findings

A key observation from the project is the need to transform the current organizational and workplace culture in prisons. Project findings have particularly shown how the management has fostered a culture that does not respond to the needs and challenges of correctional nurses. The project outcomes then bring to the forefront the need of nurturing transformational leadership in corrections to initiate and sustain change. Employee engagement is a key area related directly to the management role, which also correlates with job satisfaction and intention to stay. Transformational leadership will challenge the status quo through the implementation of proven strategies that increase job satisfaction and retention (Lambert et al., 2015). Thus, management education will ensure that managers across the board can competently oversee broader system changes in prisons. Such reforms will focus on empowering the nursing workforce to practice to the full extent of their education and training in a supportive work environment.

The project outcomes also have far-reaching implications on both the institutions and systems in the corrections sector. Incarceration does not strip the right of inmates to accessing comprehensive health care. On the contrary, it is imperative to ensure that

inmates have access to integrated care that meets their unique healthcare needs. Nurses are the primary care providers in corrections given their role as custodians of patient care. Nonetheless, the current structures and systems within corrections do not offer a solid foundation for nurses to perform their duties (Shelton et al., 2020). Thus, the project findings will motivate discussions aimed at reforming the corrections institutions and systems that influence patient care and nursing practice. The greatest task lies in restructuring the healthcare system within corrections. Transformational leadership will be central to the realization of this goal.

Implications for Positive Social Change

Social change is one of the Walden University's pillars of postgraduate education. Low job satisfaction and high turnover rates in corrections call for social change. The point of argument is that prisoners are a vulnerable population group negatively affected by the persisting health disparities in the US. Incarceration exposes inmates to high-risk health behaviors, including sexually transmitted infections (STIs), substance abuse, and psychiatric problems (Shelton et al., 2020). The current nursing shortage means that inmates have limited access to comprehensive care. Consider the case where prisoners do not have access to the state Medicaid program while still being incarcerated (Lambert et al., 2015). Thus, social change is imperative to ensure that health care is a human right rather than a privilege for inmates. The first step to social change is initiating reforms within the facilities by addressing the determinants of job satisfaction and retention among correctional nurses. A strong and empowered nursing workforce will be better placed to clamor for policy changes at the local, states, and national levels.

Recommendations

Findings from the analysis have shown that correctional nurses at the project facility were unhappy with the workplace. Consequently, most of them intended to leave within a year. The results underscore the need of developing and implementing evidence-based interventions that enhance job satisfactions and staff retention. Conversely, research into issues of job satisfaction and retention is still nascent. Most studies have focused on the phenomena of interest in clinical settings other than corrections. Furthermore, replication of the available evidence is difficult considering the uniqueness and complexities of correctional settings relative to other clinical environments. Therefore, further research is necessary to explore turnover rates and nursing shortage unique to the prisons systems. Future studies are also crucial to testing the effectiveness and efficacy of interventions specific to corrections.

Skill development is another area that should be prioritized. Findings from the project have shown that correctional nurses have limited opportunities for professional growth and development. Hence, workplace policies are needed to develop a clear structure for career progression within the correctional system. Correctional facilities should also adopt Human Resources (HR) policies that promote staff engagement. Nurse engagement is particularly critical in addressing issues of staff shortage and workloads through the shared governance model. Nurses are in a prime position to influence staffing decisions since they are directly involved in patient care. The recommended actions demand effective, transformational leadership across all levels of management.

Transformational leadership will lay the foundation for creating a culture of continuous change management.

Strengths and Limitations of the Project

The greatest strength of the project is that it targeted nurses who had lived experiences with working in corrections. As indicated earlier, most of available studies exclusively include nurses from clinical settings outside corrections. Thus, the project offered an opportunity of developing interventions that are unique to the prison setting. Findings from the project will inform future studies and interventions that are responsive to the correctional context. Conversely, project outcomes cannot be generalized to all prisons because of the small, homogenous sample size. The sample of nurses included in the project is not representative of the national population of correctional nurses. Furthermore, the lack of a comparison group affects the validity and reliability of the project outcomes. Consider the case where the analysis did not include inferential statistics, which would have revealed the strength of the relationship between variables, including the statistical and clinical significance of the findings.

Section 5: Dissemination Plan

Introduction

The DNP project entailed an educational intervention for the management staff with the aim of addressing turnover rates and staff shortage in a correctional facility. The DNP project offered an opportunity for improving job satisfaction and retention among correctional nurses. Nevertheless, the project outcomes will be meaningless unless they are disseminated to key stakeholders for action. The most critical aspect of implementing an evidence-based project is the timely dissemination of accurate and adequate information. Dissemination of crucial information is necessary to monitor and evaluate the effectiveness of quality improvement projects (Cope & Murray, 2017). Therefore, the proposed dissemination plan is consistent with the need for sharing knowledge across the nursing field to improve patient outcomes and support evidence-based practice.

Dissemination Plan

The dissemination plan includes multiple strategies. Firstly, the project team will compile a summary of the findings and key recommendations in brochures and posters. The brochures and posters will highlight key lessons and evidence-based strategies for promoting staff satisfaction and retention at the correctional facility. The information presented in the brochures and posters will set the agenda for consultative meetings between the implementation team and stakeholders. Such meetings will allow both parties to address emerging issues and formulate mutual solutions for future practice.

Secondly, the project team will use podium presentations to disseminate project findings to a broader community. Staffing shortage and high turnover rates among

correctional nurses is a widespread problem. Thus, it is important to share the findings with broader population groups to influence widespread reforms. Podium presentations will be feasible during local or regional seminars and workshops at which the project team will have an opportunity to share critical lessons with stakeholders from different facilities.

Thirdly, publication of the project outcomes in a peer-reviewed journal will also facilitate sharing evidence with wider populations. The *Journal of Correctional Health Care* is the most appropriate journal for publishing the project outcomes. The *Journal of Correctional Health Care* is the only peer-reviewed journal dedicated to correctional health care. Publication in the journal will ensure that key stakeholders in the field have access to best practices and evidence-based interventions for addressing the worrying trends of staff shortage and high turnover rates among correctional nurses.

Analysis of Self

The DNP program, the practicum experience, and the opportunity of developing the DNP project has been an exciting journey. Specifically, the DNP project gave me a chance to serve in the role of a practitioner, scholar, and project manager. As a practitioner, I have developed the knowledge, skills, and attitudes related to handling complex system and organizational issues. The role of the practitioner has allowed me to identify and address system and organizational issues that affect the nursing profession. The DNP program has adequately prepared me to apply advanced skills and competencies to transform patient care delivery systems. Thus, the role of the practitioner was instrumental in applying leadership competencies to an organizational issue that

pervades the local, state, and national contexts. I am now fully equipped to oversee system changes through transformational leadership, as well as influence policy.

Secondly, the role of a scholar entailed translating research evidence into advanced practice. A key component of the DNP project was to search, appraise, and synthesize research evidence to support evidence-based practice. According to Edwards et al. (2018), the DNP program produces clinicians who are capable of leading and applying evidence-based research to clinical settings to enhance health outcomes. The evidence-based practice process usually begins with the identification and definition of a clinical problem. In my scholar role, I worked with key stakeholders, including nurses, to assess the phenomenon of interest from diverse perspectives. For example, I worked in teams to conduct a comprehensive baseline assessment, which laid the foundation for the project. Findings from the baseline evaluation were useful in defining the problem and searching for the best available evidence to support the translation of best practices into issues of staff satisfaction and retention.

Thirdly, the role of the project manager was apparent during the development, implementation, and evaluation of the DNP project. A key lesson that I learned from the project manager role is the need for adequate planning. The process entails working in teams to develop plans that are tailored and responsive to the needs of the population of interest. I have also learned that stakeholder engagement in the planning and decision-making processes increases the odds of successful change implementation.

Communication is another component of change management that aligns with the role of the project manager. A clear communication plan ensured timely sharing of critical

information and feedback with all the stakeholders. I have now gained practical knowledge and experience in project management, which will support my future role as an advanced nurse practitioner.

Finally, I encountered a myriad of challenges given that I implemented the DNP project in a high-security and restricted setting. Limited resources at the facility further compounded the problem. For example, the shortage of staff made it difficult to engage the correctional nurses. Additionally, I spent considerable time seeking clearance and approval to implement the project at the site. Security restrictions also limited the scope of the project because I could not access information that could have been pertinent for the project. Despite the challenges, I successfully achieved the expected project goals through determination and the right attitude. The DNP project has contributed to my personal growth and development by preparing to assume the roles of a practitioner, scholar, and project manager. My long-term goal is to develop partnerships that will allow me to influence broader system and organizational changes in correctional health care, including the clamor for new policies. I look forward to applying my advanced leadership skills to transforming correctional health care by addressing the pressing issues of nursing shortage and turnover intentions.

Summary

Staff shortage has a profound impact on nurses' work life, the service they provide, and their job satisfaction. The negative effects of nursing shortage correlate to an increase in turnover rates across practice settings. Nursing shortage is particularly the worst in correctional settings because of the client population and the policies. Findings

from the DNP have shown that correctional nursing needs transformational leaders who can transform the existing structures and systems to enhance job satisfaction and staff retention. Transformational leadership is also critical in reforming the prison culture that favors the authoritarian and paternalistic approach to issues. The prison system is also challenging to correctional nurses because it presents a conflict between caring and custody, which are the dual roles of correctional nurses. The project outcomes have demonstrated the role that staff management training could play in supporting a culture of transformational leadership. Findings from the project lay the foundation for future system and policy reforms in correctional health care to improve job satisfaction and increase retention rates. The reformed system could attract highly skilled nurse practitioners who will drive the change agenda and reform nursing practice in the correctional setting to be on par with that in other settings.

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Appendix: Global Job Satisfaction Survey and Nurse Intent to Stay Scale

* Required

1. Email *

Intent to Stay

2. I am happy at work (1- strongly agree, 2 - agree, 3 - disagree, 4 - strongly disagree)

Mark only one oval.

	1	2	3	4	
Not Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Happy

3. Do you plan to leave the facility within a year?

Mark only one oval.

- Yes
- No
- Maybe

Quality

4. Does our company give you the tools and technologies you need to do your job well?

Mark only one oval.

- Yes
- No
- Maybe

5. Do you have adequate supplies to perform your job?

Mark only one oval.

- Yes
 No
 Maybe

Training

6. I feel well trained to use the tools at my job (1- strongly agree, 2 - agree, 3 - disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Do you feel as though your job responsibilities are clearly defined?

Mark only one oval.

- Yes
 No
 Maybe

Facility Culture

8. Do you enjoy our workplace's culture?

Check all that apply.

- Yes
 No
 Maybe

9. I receive communication from my manager timely (1- strongly agree, 2 - agree, 3 disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Does management seem invested in the success of the team?

Mark only one oval.

- Yes
- No
- Maybe

11. We work together as a team. (1- strongly agree, 2 - agree, 3 - disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. My workplace is open to change (1- strongly agree, 2 - agree, 3 - disagree, 4 strongly disagree)

Mark only one oval.

1	2	3	4
Not Open <input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/> Open

13. Do you feel like your job utilizes your skills and abilities as much as it could?

Mark only one oval.

- Yes
 No
 Maybe

14. Do your managers value your feedback?

Mark only one oval.

- Yes
 No
 Maybe

15. Do you think that work is distributed evenly across your team?

Mark only one oval.

- Yes
 No
 Maybe

16. We have a transparent management (1- strongly agree, 2 - agree, 3 - disagree, 4 strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Do you feel valued for your contributions?

Mark only one oval.

- Yes
 No
 Maybe

18. Do your superiors communicate workplace news effectively and in a timely manner?

Mark only one oval.

- Yes
 No
 Maybe

19. Does your manager communicate with you in a respectful way?

Mark only one oval.

- Yes
 No
 Maybe

Work Demands

20. I know of my work schedule ahead of time (1- strongly agree, 2 - agree, 3 disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. My assigned duty post is known ahead of time (1- strongly agree, 2 - agree, 3 disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. My workload is appropriate to provide effective and safe patient care. (1- strongly agree, 2 - agree, 3 - disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rewards/Compensation

23. Do you feel appreciated for the work that you do?

Mark only one oval.

- Yes
 No
 Maybe

24. Does your management offer adequate opportunities for promotions and career development?

Mark only one oval.

- Yes
- No
- Maybe

25. My compensation is commensurate with my colleagues in the field (1- strongly agree, 2 - agree, 3 - disagree, 4 - strongly disagree)

Mark only one oval.

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Information that you want to provide

26. What additional information do you want to provide to management?
