
Essentials of Public Health Management

Third Edition

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Production Credits

Publisher: Michael Brown
Associate Editor: Maro Gartside
Editorial Assistant: Teresa Reilly
Production Assistant: Rebekah Linga
Senior Marketing Manager: Sophie Fleck
Manufacturing and Inventory Control
Supervisor: Amy Bacus

Composition: Glyph International
Cover Design: Kate Ternullo
Cover Image: ©Terry Chan/Shutterstock, Inc.
Printing and Binding: Malloy, Inc.
Cover Printing: Malloy, Inc.

Library of Congress Cataloging-in-Publication Data

Essentials of public health management / [edited by] L. Fleming Fallon Jr. and Eric J. Zgodzinski.
—Third edition.

p. ; cm.

Includes bibliographical references and index.

ISBN-13: 978-1-4496-1896-4 (paper)

ISBN-10: 1-4496-1896-0 (paper)

1. Public health administration. I. Fallon, L. Fleming, Jr., editor. II. Zgodzinski, Eric J., editor. [DNLM: 1. Public Health Administration—methods—United States. 2. Personnel Management—methods—United States. 3. Public Health Practice—United States.]

RA425.E87 2012

362.1'068—dc22

2010049160

6048

Printed in the United States of America

15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Dedication

To my family: Jennifer and Bryan—you have made life interesting.
Marie—you have made it worthwhile.

LFF

I want to thank my wife Susie for all her support, as well as Zoe and
Megan for all the smiles that made the process worthwhile.

EJZ

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Preface

Management books come and go. Different theories emerge, gain popularity, and then fade as they are replaced by alternative, emerging theories. The result is that textbooks on the subject of management become ever larger and more confusing. The third edition of *Essentials of Public Health Management* has decreased in length, but it has maintained the same easy-to-understand approach as the previous editions. Despite being shorter, we have increased the content through revision and judicious pruning of material.

The third edition contains new material. New chapters have been devoted to leadership (Chapter 2), public health performance standards (Chapter 16), continuous quality improvement (Chapter 17), accreditation (Chapter 18), social media (Chapter 21), and starting a board of health in the 21st century (Chapter 28). Additional material on public health law has been added (Chapter 27). All chapters have been revised to reflect current trends and developments in both public health and management.

Students, academics, practitioners, and other readers are all participants in the process of developing, presenting, sharing, and using the information contained in books. As is often the case, these participants have different agendas. Completeness is a virtue to some, but at the cost of increased length of text. Brevity is a virtue to others, but at the cost of omitting some subtleties and minor points. Almost all participants agree that accessibility and usefulness of the information in any book is an important attribute.

Practitioners often point out that time constraints are a reality. These people may note that they once read entire textbooks but now require a review of the essentials that is more brief. Students often complain that teachers present too much information or that teachers cannot convey the information. The reality may lie in students' lack of experience to guide

them in prioritizing the knowledge that is provided in classes. Their lack of perspective or experience hampers them from being able to differentiate the essentials from other material to form a more useful picture. Teachers emphasize the essentials but frequently augment them with additional illustrative material. The third edition of *Essentials of Public Health Management* continues to address these concerns.

The key word in the previous paragraphs is *essentials*. This was a guiding principle and foundation during the development of all three editions of this book. The senior author had previous experience teaching principles of management to resident physicians in occupational medicine. Both authors have real-world experience in situations requiring managerial expertise. In discussing this third edition, both agreed that their vision and approach to teaching principles of management in public health is sound and continues to gain acceptance.

The perspectives of practitioners and experts are frequently evident in presentations at professional meetings. Common venues are sessions devoted to best practices. Deciding to ask practitioners and experts to contribute chapters was another desired element of the final product.

This book is written by teachers, practitioners, and content experts for students, practitioners, and others interested in the operation and administration of public health agencies and organizations. While the chapter topics discuss theoretical models, they are focused on day-to-day responsibilities and realities. Supplemental resources are provided at the conclusion of each chapter. Here, relevant books and journal articles are listed as well as information on Internet websites. Contact information for organizations that are relevant to the topics of this book can be found in the appendix at the conclusion of the volume.

People often enter their professions with highly developed technical skills. This is the case in medicine as well as public and environmental health. As professionals achieve success, they are promoted, often into positions of leadership. In short, they assume managerial responsibilities. Frequently, these talented people lack formal training in management. Designing a vehicle that addresses such a need has been an ongoing goal of this project.

Case studies enable readers to focus on a topic and provide a context for discussion. Each chapter opens with a case study. Questions for reflection are posed. The case studies are resolved at the conclusion of each chapter.

The material presented within the chapter provides the basis for the suggested resolution to the case study. Case studies have been a standard item in the curriculum of business programs for many years. Students have endorsed case studies in written comments about their courses. All of the case studies in this edition contain new material.

A potential problem with contributed volumes is variation in the vocabulary and style of writing. The authors resolved to address and minimize or eliminate that problem in this book. The senior author has written a weekly newspaper column for the past 14 years, while the other author edits and approves public health operational documents on a daily basis. That experience has taught the importance of clearly communicating to a large audience with a variety of backgrounds and levels of education. Every chapter has been edited for consistency of grammar and presentation. The ideas and concepts of chapter contributors remain. If we have done our job well, the book reads as if a single person wrote it.

We want to thank all of the excellent people who have contributed chapters in this and the two previous editions. Without their dedication and effort, there would be no reason for writing a preface. We wish to thank the fine professionals at Jones & Bartlett Learning. Mike Brown has been a supporter of this project as well as our past editions. For that we thank him. We want to acknowledge Catie Heverling for her attention to detail and her rapid responses to our questions during this project.

We accept responsibility for errors that have eluded the sharp eyes of many reviewers. We also look forward to receiving any comments or suggestions about this book to improve future editions. We can be contacted at 234 Health Center, Bowling Green State University, Bowling Green, Ohio, 43403. Our hope is that this book may become a useful tool for all readers.

*L. Fleming Fallon, Jr.
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L. Fleming Fallon is a Professor of Public Health at Bowling Green State University, Bowling Green, Ohio. He is a Codirector of the Northwest Ohio Consortium for Public Health, an accredited MPH degree program that is offered jointly by Bowling Green State University and the University of Toledo. He has many years of experience as a management consultant and has authored more than 440 papers, chapters, and books on a variety of topics, as well as making presentations throughout the world. For the past 16 years, Dr. Fallon has written a weekly newspaper column entitled *Health Thoughts*. He is presently serving as a member of the Wood County (Ohio) Board of Health.

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