

Progress in Clinical Pharmacy

VI



Clinical Pharmacy Education and
Patient Education

Edited by

JOAQUIN BONAL AND J. W. POSTON

PROGRESS IN CLINICAL PHARMACY: VI

Clinical Pharmacy Education and Patient Education

Proceedings of the 12th European Symposium
on Clinical Pharmacy, Barcelona 1983

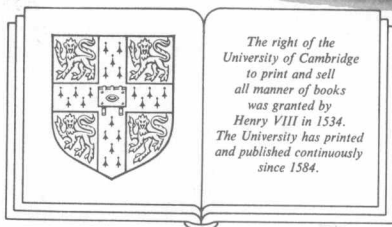
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CAMBRIDGE UNIVERSITY PRESS

Cambridge

London New York New Rochelle

Melbourne Sydney



Y076435

Published by the Press Syndicate of the University of Cambridge
The Pitt Building, Trumpington Street, Cambridge CB2 1RP
32 East 57th Street, New York, NY 10022, USA
296 Beaconsfield Parade, Middle Park, Melbourne 3206, Australia

© Cambridge University Press 1984

First published 1984

Printed in Great Britain at the University Press, Cambridge

British Library cataloguing in publication data

European Symposium on Clinical Pharmacy

(12th: 1983: Barcelona)

Clinical pharmacy education & patient education.

(Progress in clinical pharmacy; 6)

1. Pharmacy

I. Title II. Bonal, Joaquin III. Poston, J. W.

IV. Series

615'.4 RS91

ISBN 0 521 26610 6

PREFACE

The European Society of Clinical Pharmacy is convinced that Clinical Pharmacy is the base for rebuilding Pharmacy Practice. The 12th European Symposium on Clinical Pharmacy was held in Barcelona (Spain) in October 1983 and for the first time the meeting was held together with the XXVIII Congress of the Spanish Society of Hospital Pharmacists. This provided an excellent opportunity to exchange ideas and experiences between Spanish hospital pharmacists and colleagues from countries that participated in the meeting.

Pharmacists from Spain, Holland, Denmark, Sweden, France, Germany, Switzerland, Norway, Portugal, Italy, United Kingdom, Finland, Belgium, from Australia, U.S.A., Peru, Argentina and Nigeria, worked together for three days discussing different aspects of clinical pharmacy. A total of one hundred and thirty papers were accepted for this meeting either as platform or poster presentations. Seminars on clinical pharmacokinetics and a learning resource center were organized simultaneously. More than 600 pharmacists attended the meeting.

A large exhibition was held to show equipment, new drugs and techniques to be used in clinical pharmacy practice.

The main subjects of the meeting were "Pre and postgraduate education on clinical pharmacy" and "Patient education and compliance". Both subjects were discussed in plenary sessions starting with an invited speaker who gave an introductory lecture followed by a panel discussion. The invited plenary lecturers were W.E. Smith chief pharmacist of Memorial Hospital Medical Center from Long-Beach, California, and Jan-Olof Branstad from Apotekesbolaget, Stockholm, Sweden.

It is very important to point out that a number of papers were presented in sessions on "Ambulatory Clinical Pharmacy", most of them submitted by community pharmacists. This represents a very impor-

step ahead in this field because we are convinced that clinical pharmacy will have a strong influence on health and on society if it is accepted and practised by pharmacists in the community, since it is in the community that most drugs are used.

Only some of the papers presented at the meeting are published in this book because of limited space. The papers are classified according to subjects, and we hope that readers will find many themes of interest and will obtain a representative view of the development of clinical pharmacy in European countries.

Progress on clinical pharmacy VI, contains many new advances in clinical pharmacy compared to previous editions. As the name suggests it provides an up-to-date collection of papers on the progress of clinical pharmacy.

We wish to express thanks to all the members of the Board of the European Society of Clinical Pharmacy to those of the Spanish Society of Hospital Pharmacy, members of the local organizing committee and scientific committee, to the authors of the papers, and to pharmaceutical companies, for their very valuable assistance in the organization of this meeting.

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CONTENTS

Preface	Joaquin Bonal, J. W. Poston	xi
Pre and postgraduate education in clinical pharmacy in the U.S.A.	William E. Smith (U.S.A.)	1
Patient education and compliance with treatment—Swedish experiences	Jan-Olof Brånstad (Sweden)	18
PRE AND POSTGRADUATE EDUCATION IN CLINICAL PHARMACY		
Teaching therapeutic problem-solving to clinical pharmacy students.	R. J. Cipolle, L. M. Strand and A. S. Pancorbo	35
Clinical pharmacy in the pharmaceutical education in Denmark	M. Rasmussen	41
Education in clinical pharmacy for community pharmacists	P. Fernandez, J. Bonal, R. Bonet, R. Eritja, M. Escuin, B. Gonzalez	47
Introductory course to clinical pharmacy: Evaluation after 10 years	J. Bonal, I. Castro, J. Altimiras	52
Information pharmacist—A new postgraduate education in Sweden	S. G. Lingren	56
Designing an in-service training programme to facilitate the development of clinical services in a region	P. R. Noyce and B. Davies	60
A strategy for postgraduate training in clinical pharmacy in North West Thames region	J. A. Cromarty	65
AMBULATORY CLINICAL PHARMACY		
Background to the implementation, at a regional level, of a pain treatment unit	F. Seijo, R. M. Simó	67
Monitoring of prescription patterns in district medicine by a drug information system	N. Martini, L. Castellani, G. Scroccaro and L. Bozzini	72
Use of aerosols in the Granollers General Hospital. Importance of the patient's training	C. Pardo, M. P. Mas, C. Agustí and M. Sagales	77

Experience of clinical pharmacy in community pharmacy M. Blanchart, J. Serra, J. Sanchis et al.	82
The clinical interview: patient contact and information gathering I. Ponjaert-Kristoffersen, J. Klerckx and H. de Clercq	87
Recording of outpatients drug administration G. M. W. Konings, Y. A. Hekster, E. A. M. Helling, L. J. B. Zuidgeest and E. van der Kleijn	93
Implementation of the first regional drug information center in Spain A. Arias, G. García and A. García	99
Non compliance masquerading as drug resistance J. Cooke	104
PATIENT EDUCATION AND COMPLIANCE	
Patient education and adherence to therapeutic regimens H. F. Kabat	108
Working group on patient education M. Almeda, J. Altimiras et al.	113
Pictographs — a useful aid for the right administration of medicines to the patient A. Lenderink	117
Unused drugs in the home — indication of noncompliance or poor prescription habits H. Turakka, K. Vainio and H. Enlund	119
DRUG EVALUATIONS	
Evaluation of the dosages of Spanish pharmaceutical specialities P. Acevedo, A. García	129
Stability of high-dose Methotrexate solutions E. Cantalapiedra, D. Garcia, M. Anaya, M. Cena and B. Megia	134
Problems which arise in the continuous infusion of high doses of fluorouracil M. P. Bachiller, M. J. Arrizabalaga, M. E. Carrasco and J. M. Rodriguez	139
Dissolution 'in vitro' of some slow-release Theophylline preparations and comparison with 'in vivo' results M. A. Manges, A. Cáliz, F. Pujol, and J. Bonal	143
A comparative study of the secondary effects of three variations of Brompton solution M. D. Torres, M. C. Gamundi, A. Ribot, M. Aguas and M. Barba	148
Serum and sputum concentrations of Azlocillin, Cefotaxime and Cefoperazone in patients with cystic fibrosis N. Martini, L. Castellani, G. Scroccaro, L. Bozzini, G. Mastella et al.	153
CLINICAL PHARMACOKINETICS	
A 'smart' portable infusion pump for automatic computation and delivery of Lidocaine infusion regimens W. F. Nicholson and R. W. Jelliffe	156
Digitalis therapy: the case for digitoxin R. W. Jelliffe	159

Clinical and pharmacokinetic study in patients with osteosarcoma of the long bones treated with dose Methotrexate C. Valverde, I. Font and N. V. Jiménez	162
Pharmacokinetics of Netilmicin in chronic liver disease: M. O. Rodrigues, M. F. Marques, J. A. Morais, A. P. Correia, M. E. Camilo and J. Pinto	167
Timeshared computer programs for M.A.P. Bayesian adaptive control of dosage regimens of Aminoglycosides, Lidocaine, Digoxin, Digitoxin, Procainamide and Quinidine R. W. Jelliffe, A. Schumitzky, D. Z. D'Argenio et al.	173
Pharmacokinetic behaviour of high dose Methotrexate I. Font and N. V. Jiménez	177
Influence of different factors on phenobarbital and Diphenylhydantoin plasma clearance in children: Posologic implications L. Ron, R. Martinez, J. L. Vila, I. Graña and R. Tojo	182
Individualization of Phenytoin dosage G. C. Muscas, G. Zaccara, G. Arnetoli, R. Zappoli, A. Messori et al.	187
DRUG UTILIZATION STUDIES	
Analysis of pharmacological treatment of epilepsy: Retrospective study of 100 cases M. L. Sala, J. L. Martí, N. de la Concepción, M. P. Fernández, T. Boada and J. Bonal	191
The use of antibiotics in Spanish hospitals M. J. Arrizabalaga, J. López, M. P. Bachiller, M. E. Carrasco and J. M. Rodriguez	196
Study of an anti-intestinal infection treatment in paediatrics C. Antolin and E. Boquet	201
How a phenytoin intoxication can lead to an erroneous diagnosis M. M. Luz, M. E. Araújo, I. Mega and F. Silveira	206
Magnesium Dipyron: Prescription and administration X. Bonafont	209
Use of psychotropic drugs in a general hospital H. Turakka and J. Johansson	215
THERAPEUTIC TECHNIQUES AND PROTOCOLS: PHARMACY SERVICE PARTICIPATION	
Study of the variations of sodium and potassium in patients on diuretics M. A. Soares and V. M. Ramalinho	222
Influencing antibiotic use through prescribing restrictions by hospital pharmacy E. Tendi, G. Donati, C. Manfrani and A. Messori	227
Treatment of postoperative and chronic pain by the epidural administration of crystallized morphine M. D. Torres, M. Aguas, A. Ribot, V. Sanctis and M. T. Mancho	231
The hospital pharmacist in the control of pharmacological treatment A. M. Borrego, M. A. Rafart and C. Fábrega	236

Phenytoin and phenobarbital drugs with invariable doses N. V. Jiménez and A. Sánchez	241
Treatment of arterial hypertension in the old patient M. I. Genua, F. Almagro and A. Cabarcos	246
Passive/active immunization and follow-up of newborn babies of mothers who are carriers of the hepatitis B virus. The role of the pharmacist in the clinical team C. Fábrega, E. Calvet and C. Mainou	249
Intrathecal injection of morphine for analgesic treatment of terminal cancer A. Idoipe, M. P. Pardo, M. Mendaza, M. A. Sagredo, P. Palomo and L. Carcavilla	254
PARENTERAL NUTRITION	
Acute dermatitis due to zinc deficiency associated to long term TPN with zinc supplement: a case report D. Cardona, E. Llistosella, I. Coma, S. Navarro, J. M. Queraltó, M. Sanz and J. Bonal	259
Information for patients with parenteral hyperalimentation M. D. Torres, M. T. Argemí, M. Aguas and A. Ribot	264
The use of computer programs in clinical nutrition E. M. Zola	269
Insulin delivery from different TPN solutions T. Bassons, D. Cardona, L. Bassas, J. Ordóñez, J. Sánchez and J. Bonal	273
Parenteral nutrition mixtures – stability and triglycerides elimination rate in liver patients M. O. Rodrigues, M. L. Valdeira, J. A. Morais, M. E. Camilo and J. Pinto	277
SIDE EFFECTS AND TOXICITY OF DRUGS	
Drug induced agranulocytosis: thirty-three observations J. Garcia, M. A. Sanz, P. Colomina, A. Cuenca, C. Gallego, I. Ramírez and C. Ruiz	281
Two-compartment time-shared computer programs for planning, monitoring and adjusting digitoxin and digoxin therapy R. W. Jelliffe, A. Schumitzky, D. Z. D'Argenio, D. Katz and J. H. Rodman	286
Lumbar cerebrospinal fluid concentrations of Methotrexate following high-dose infusion therapy J. Cubells, M. A. Mangues and J. Bonal	288
Management of extravasation of antineoplastic drugs: a case report of the treatment of a Mitomycin C extravasation R. H. Burr	290
High-dose Methotrexate: pharmacokinetic monitoring and toxicity M. A. Mangues, J. Cubells, J. M. Queraltó and J. Bonal	293
IMPROVING DRUG THERAPY	
Individualization of factor VIII dosage M. Matucci, G. Longo, M. Morfini, S. Vannini, A. Messori, G. Donati, C. Manfriani, E. Tendi and S. Ruffo	295

Difficulties in epileptic patient monitoring in which the phenytoin lot inadvertently changed I. M. Chinita and I. M. Mega	299
Analgesic consumption, rationalization and modification in their prescription M. C. Antolin, P. M. Vidal, F. M. Berna, T. M. Gorgas, J. C. Codina et al.	302
Treatment of hypertension arterial in nephrology L. García, M. Iñiesta, A. Gimenez, A. M. Borrego, J. A. Camacho and A. Rafart	304
Disodium edetate in the treatment of residual renal lithiasis E. Molina, A. Alfaro, C. Nagore, F. Marcotegui et al.	306
MISCELLANEOUS	
Pharmacy technician training and practice programs in The Netherlands W. I. J. van Wieringen, Y. A. Hekster, T. B. Vree and E. van der Kleijn	308
Establishing and operating the unit dose system of dispensing in Ahmadu Bello University T. Hospital. Zaria, Nigeria G. O. Obiaga, E. Fanusie and C. Jemitola	312
Data processing for a pharmacy service in a general geriatric hospital M. I. Genua, A. Elosegui and A. Martinez	318

TRAINING OF PRE/POSTGRADUATES IN CLINICAL PHARMACY IN THE U.S.

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The professional literature of the mid-1960's documented many patient drug-related problems in hospitals. The problems included medication errors (3,14), adverse drug reactions (4,12,16), prolonged hospitalization as a result of adverse drug reactions (4,12,16), drug-drug interactions (9), drug-laboratory test interactions (6), I.V. admixture incompatibilities (8), and drug-induced diseases (11). The providers of clinical pharmacy reasoned that, given an opportunity, pharmacists located in patient-care areas could reduce and prevent many of the drug-related problems. Fortunately, there were some physicians, nurses, and hospital administrators who were interested in improving drug-related services and expanding the role of pharmacists, and they allocated resources to pharmacists to let them demonstrate what they could do.

So, beginning in the mid-1960's, patient drug history interviews, pharmacist participation in patient-care rounds, adverse drug reaction reporting, patient drug-therapy monitoring, answering drug information requests, and patient discharge drug counseling interviews were implemented. Pharmacist clinical activities and, thus, clinical pharmacy in a modern context had started.

What has been accomplished? What can be stated with confidence in 1983? More pharmacists are providing clinical services than ever before in university hospitals and large and small community hospitals. Even so, clinical services are not provided to patients and physicians in even a majority, let alone all, of U.S. hospitals.(20) More pharmacy students are provided clinical clerkship learning experiences than ever before. Postgraduate educational programs on clinical subjects are plentiful, and the number of postgraduate clinical residency programs increases each year. Pharmacist participation in clinical drug research is increasing. International interest in clinical pharmacy continues at

a high level. Clinical services, education, and research by pharmacists are at the highest level ever.

What are the principles, the results, the truths of the past 15 years that will be the basis for expansion in the 1980's? Each of these will be discussed in turn.

Pharmacists can provide effective clinical services if given the time, opportunity, and drug information support. Performance requires knowledge of drugs and their effects on people. It also requires the skill to apply knowledge and the ability to communicate and to work well with others. A desire to perform and a commitment to serve the drug-related needs of patients, physicians, and nurses whenever required are essential. Drug information support gives the clinical staff more time to provide services and also helps expand the scope of clinical practice.

Physicians will support and use the pharmacist's clinical services.(7,10,15,17) Drug knowledge and skill are the basis for a good working relationship with physicians. Knowledge must be specific and accurate; the information must be available and reliable. Physicians must believe that the pharmacist's knowledge and skill will assist them and benefit their patients. Pharmacists and physicians must respect each other's role and responsibilities.

Nurses will support and use the pharmacist's clinical services.(7,17) Knowledge and skill also are the basis for a good working relationship with nurses. They, too, must believe that the pharmacist's services will assist them and benefit their patients. As is the case with physicians, these professionals must respect each other's roles and responsibilities.

Clinical services provided by pharmacists are accepted as appropriate for reimbursement by private and government third-party payers, and various methods have been developed for the payment of clinical services.(2,18)

Patients do benefit from the pharmacist's clinical services. Reduction of drug toxicity, drug incompatibilities, inappropriate use, interactions, and adverse reactions occur daily in clinical programs.(7) Specific examples of pharmacist-regulated therapy that have been documented and evaluated include lower rate of bleeding complications with heparin therapy, lower incidence of nephrotoxicity from the use of aminoglycosides, reduction in serum drug concentrations of no useful clinical value, and reduction in I.V. aminophylline toxicity.

Well-planned and managed clinical pharmacy services are cost effective. Studies that have included the costs for both clinical pharmacy services and drug distribution have resulted in lower patient day costs.(17) Reduction in drug-related problems results in lower patient costs.

In summary, we have demonstrated that a clinical pharmacy program will improve the quality of patient care in hospitals by reducing patient drug-related problems. We have demonstrated that clinical pharmacy services can be provided on a cost-effective basis. We have demonstrated that physicians and nurses will support the clinical pharmacy program and use the pharmacist for drug information. We have learned that the implementation of a successful clinical program needs well-educated and committed pharmacists and competent managers. Together, staff and managers can successfully implement cost-effective services to the benefit of patients, physicians, nurses, and pharmacists. It has been a challenging and exciting period for the profession of pharmacy.

Drug knowledge and the skill to apply knowledge have been the essential components of the successful implementation and growth of clinical pharmacy. In my own situation, it was the desire to utilize the excellent pharmacy education received at the University of California that has continued to be a driving force in my practice and future career plans. The initial five pharmacists for the decentralized pharmacy project in 1966 at the University of California Hospitals joined the project because they wanted a practice which used their drug knowledge. The success of pharmacist clinical practice has led to many changes in the training of pre- and postgraduates in clinical pharmacy in the United States during the decade of the 1970's.

PHARMACY EDUCATION PROGRAMS

To discuss education and training programs, it is necessary to describe briefly the pharmacy education system in the United States.

There are 72 accredited schools of pharmacy. Completion of the educational program will give the graduate either a Bachelor of Science or a Doctor of Pharmacy degree. The schools of pharmacy are members of the American Association of Colleges of Pharmacy. The accreditation of the educational programs of the schools is the responsibility of the American Council on Pharmaceutical Education.

Accreditation may be defined as "the public recognition accorded to an institution or specialized program of study which meets certain established qualifications and educational standards through initial and periodic evaluations." The essential purpose of the accreditation process is to provide a professional judgment of the quality of the educational program offered and to encourage continued improvement thereof. The American Council on Pharmaceutical Education (ACPE) was established in 1932 and is the national accrediting agency in pharmacy. The Council is an autonomous agency whose membership is derived through the American Association of Colleges of Pharmacy (AACP), the American Pharmaceutical Association (APhA), the National Association of Boards of Pharmacy (NABP) (three appointments each), and the American Council on Education (one appointment). The latter appointee serves as a representative of the public in the sense of being a lay person who is not an educator in, nor a member of, the profession for which students are being prepared, nor in any way directly related to the programs being evaluated. In addition, a panel of public representatives serves in an advisory capacity to the Council.

CLINICAL COMPONENTS FOR THE BACCALAUREATE CURRICULUM

Accreditation standards for the baccalaureate curriculum require clinical sciences and practice as a core component. While the program may offer elective opportunities for acquisition of differentiated clinical knowledge and skills, the curriculum design is expected to provide clinically-applied courses, as well as clinical clerkships and externships for all students. Clinical clerkships include intern professional experiences and are primarily acquired in patient care areas. At the present time, the ACPE considers it reasonable to expect a quantitative experiential component of at least 400 clock hours consisting of a clinical clerkship and externship composite.(1)

CLINICAL COMPONENT OF THE PHARM.D. PROGRAM

The quantity and quality of the clinical experience of the Pharm.D. program are two of the benchmarks of this program. The training of the doctoral program should assure an experiential emphasis in patient care areas of hospitals and related clinical facilities. Experience in outpatient areas should include longitudinal experience, as well as studies toward improved ambulatory pharmacy practice. Clinical services

should be integrated with distribution of drugs so as to relate adequately to pharmacy practice. Clinical clerkship rotations should be selected upon predetermined practice foundations, and competencies should be established accordingly. In addition to a core of experiences, specialized experiences based on student interest should be developed in keeping with the standard "that there should be flexibility for students in choosing programs adapted to their career interests." The clinical component of the doctoral program should have as a minimal goal one academic year or 1500 clock hours. Qualitatively, the time should be of such character so as to be in accord providing a continuity of professional service and learning experiences. Sufficient experiential training with ample opportunity for professional decision making and the acquisition of clinical judgment skills should be provided so as to assure compliance with the standard that the "program will develop students professionally more mature than those in the baccalaureate programs." The professional motivation process is considered to be closely linked with the quality and quantity of clinical experiences.(1)

A doctor of pharmacy program should prepare pharmacists who can cope with the complex problems in the delivery of comprehensive health care; who possess both the knowledge and skill that enable them to function as specialists in the clinical use of drugs and who can apply pharmaceutical and biomedical sciences to the practical problems of drug therapy; who are motivated to participate in the interdisciplinary delivery of health care; and who can function as easily accessible health care informants and educators.(1)

TEACHING - CLINICAL CLERKSHIPS

The clinical clerkships are taught by "clinical faculty." They are active practitioners and possess an adequate understanding of the basic principles of their respective health sciences to fulfill capably the instructional tasks to which they have been assigned.

The Department of Pharmacy Services at Memorial Medical Center of Long Beach has clinical faculty. Doctor of Pharmacy students from the University of California, San Francisco, and the University of Southern California Schools of Pharmacy obtain 50% to 100% of their clinical clerkship education at Memorial Medical Center.

Memorial Medical Center of Long Beach is a 998-bed, nonprofit community teaching medical center. The medical staff consists of 1000