

POLICIES, GUIDELINES & PROCEDURES
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PGME Fatigue Management Guidelines

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1. Background

Fatigue is a hazard in medical education that impacts residency training and workplace health and safety, with potential implications for patient safety. Fatigue is an inevitable aspect of 24/7 healthcare service and therefore it is not realistic to eliminate risk but rather to work collectively to mitigate the risk across the system. Successful management of fatigue risk is therefore the shared responsibility among all those who have a role within medical education. Within that shared responsibility, trainees have a key role in managing and reporting their own fatigue to their supervisors, peers and to the healthcare team. To support this, medical education leaders are accountable for ensuring practices are in place that enable and protect every trainee's ability to fulfill their role in the management of fatigue risk.¹

The Faculty of Medicine & Dentistry, herein referred as Faculty, at the University of Alberta is committed to ensuring resident and patient safety through establishment and implementation of Fatigue Risk Management (FRM) strategies.

2. Scope

This guideline outlines the principles and process for fatigue management for residency training programs in the Faculty at the University of Alberta.

Fatigue management applies to both personal health and safety and workplace/occupational health and safety. This document supplements and does not supersede any relevant workplace, Postgraduate Medical Education (PGME) and program-specific safety policies.

3. Definitions

- “Fatigue” A decreased capacity to perform mental or physical work, or the subjective state in which one can no longer perform a task. Fatigue manifests in physiological performance decrements and cognitive impairment. Fatigue primarily arises as a result of inadequate restorative sleep, but is also influenced by time of day and prior wake. (FRMS Resource Pack: Queensland Health, 2009).
- “Fatigue Risk Management” A set of ongoing fatigue prevention and mitigation practices, principles, and procedures integrated throughout all levels of the clinical and academic work environment, and are designed to monitor, ameliorate and manage the effects of fatigue and associated risks for the health and safety of healthcare personnel and the patient population they serve (FRM Task Force, 2016).

4. Roles and Responsibilities

4.1. PGME

- 4.1.1. Allocate resources to support the implementation of FRM practices.
- 4.1.2. Ensure FRM guidelines and practices meet accreditation standards.
- 4.1.3. Work with Program Directors to develop a program specific FRM guideline appropriate to the training program and local context.
- 4.1.4. Ensure FRM measures are appropriate.
- 4.1.5. Prioritize allocation of resources to reduce highest levels of fatigue risk.
- 4.1.6. Ensure processes are developed to respond to reports of fatigue-related incidents, errors, and/or behaviours in an appropriate manner.
- 4.1.7. Liaise and collaborate with training site administrators on FRM issues.

4.2. Program Director and the Training Program

- 4.2.1. Work with the PGME to develop a FRM guideline and ensure its implementation.

- 4.2.2. Monitor faculty, staff, and learners to guarantee participation in FRM training and education.
 - 4.2.3. Coordinate and participate in FRM training of residents and faculty.
 - 4.2.4. Incorporate educational resources and information on fatigue prevention, mitigation, and recognition strategies in the program.
 - 4.2.5. Ensure FRM measures are appropriate.
 - 4.2.6. Prioritize allocation of resources to reduce highest levels of fatigue risk.
 - 4.2.7. Monitor compliance with the FRM Guideline.
 - 4.2.8. Advise PGME of barriers preventing the effective management of fatigue-related risks.
 - 4.2.9. Ensure suitable processes are in place to respond to reports of fatigue-related incidents, errors, and/or behaviours in an appropriate manner.
- 4.3. Site Coordinators and Clinical Supervisors
- 4.3.1. Participate in FRM training and education.
 - 4.3.2. Incorporate educational resources and information on fatigue prevention, mitigation, and recognition strategies.
 - 4.3.3. Identify and report fatigue related risks to the training program.
 - 4.3.4. Ensure learners under their supervision comply with the FRM strategy or plan.
 - 4.3.5. Advise program directors of barriers preventing the effective management of fatigue-related risks.
 - 4.3.6. Respond to declarations of fatigue in a manner that upholds patient and learner health and safety.
 - 4.3.7. Respond to reports of fatigue-related incidents, errors, and/or behaviours appropriately and as per program/institution policy responsibly.
 - 4.3.8. Appropriately supervise learners and actively promotes the safety and wellness of patients and learners.
 - 4.3.9. Utilize appropriate FRM strategies when learners experience fatigue and take appropriate action if a learner is not fit for duty.
- 4.4. Learners
- 4.4.1. Arrive at shift in a state fit to conduct duties safely.
 - 4.4.2. Use time outside of work to obtain adequate rest and to ensure fitness for work.
 - 4.4.3. Report when they have not been able obtain sufficient sleep or believe they are at risk of making a fatigue-related error.
 - 4.4.4. Collectively identify and report context-specific fatigue related risks to the Program Director or designate.
 - 4.4.5. Individually report specific errors and fatigue-related behaviours or situations that may present a fatigue-related risk.
 - 4.4.6. Complete all training required by the local FRM strategy.
 - 4.4.7. Employ appropriate FRM strategies.

5. Program-Specific Guideline and Procedure

- 5.1. Each program should develop a program-specific FRM guideline and procedure, with the following considerations:
 - 5.1.1. Preferably, use the PGME suggested template.
 - 5.1.2. Use FRM Taskforce toolkit as a resource to determine fatigue assessment and FRM mitigation strategy for the program.
 - 5.1.3. Take into account program-specific considerations.
 - 5.1.4. Specify processes for communication.
 - 5.1.5. Specify practices around service hours and scheduling.
 - 5.1.6. Specify practices around safe vehicle travel for clinical and academic purposes, including any long distance travel mandated by the program.
 - 5.1.6.1. Align and/or refer to relevant existing program-specific safety policy.
 - 5.1.7. Establish reporting practices to ensure fatigue is effectively monitored.
 - 5.1.8. Establish protocols to ensure staff and learners are educated and trained on FRM practices.
- 5.2. On an annual basis or as needed, the program will communicate FRM issues with the Associate Dean.

¹ Fatigue Risk Management Toolkit. FRM Taskforce.