

Table of contents

Section A: Introduction	1
Section B: FRM System.....	2
Section C: Expectations of Program FRMS and Trainees	2

Section A: Introduction

A comprehensive list of definitions can be found in the [PGME Glossary of Definitions and Terms](#).

Fatigue is a common state or experience that frequently occurs among trainees given the demands of training, on-call schedules, and patient care responsibilities, in addition to other activities and responsibilities unrelated to work.

Fatigue is a state of mental or physical exhaustion which reduces a person’s ability to perform work safely and effectively.

- Fatigue may be the result of physical, emotional, social, cultural, and other factors, which may not be experienced equally by trainees.
- Fatigue can have significant, potential negative consequences, including:
 - Reduced trainee well-being and safety (e.g., mental, and physical health, driving risk, impact on personal relationships)
 - Reduced success in residency and fellowship (academic and workplace)
 - Compromised patient care leading to patient health and safety concerns

Fatigue in training must be proactively managed through the development of Fatigue Risk Management Programs and Practices (FRM). Preventing, identifying, and mitigating fatigue and fatigue-related adverse outcomes among trainees is important and can reduce the risks to trainees and patients. FRM is a responsibility shared by individual trainees, program, affiliated teaching hospitals and PGME at McMaster University.

Section B: FRM System

PGME has developed a [Fatigue Risk Management System \(FRMS\)](#), informed by best practices and current evidence, which includes:

- Educational handouts on mitigating fatigue at work and home
- Taxi Program
- Podcast on the importance of FRM

Resources for Program Directors are available on the [secure PD/PA Headquarters](#) (includes the FRM tool kit, fatigue likelihood calculator, quiet sleep space door sign, and grand rounds presentation).

PGME, Residency and Fellowship Programs, as well as affiliated teaching sites are expected to work with trainees to develop systemic and organizational mitigation practices, central policies and solutions – education, programs, and strategies to prevent, identify and mitigate fatigue and related adverse consequences.

The program curriculum plan must include fatigue risk management, specifically, education addressing the risks posed by fatigue to the practice setting, and the individual and team-based strategies available to exercise discretion and judgement to manage risk associated with fatigue.

Section C: Expectations of Program FRMS and Trainees

- PGME creates up-to-date resources to guide programs and residents to proactively manage fatigue in training, in collaboration with Program Directors, faculty, trainees, and other stakeholders.
- Program Directors and program committees determine the most effective strategies and mechanisms to implement education and use of resources created by PGME and other FRM resources, including program-specific resources.
- Trainees are expected to understand and practice FRM strategies to the best of their abilities to maintain safe patient care and enhance personal safety and wellbeing through individual efforts and by supporting their peers in these efforts.
- Trainees are encouraged to participate in FRM education offered and use the resources made available to them.