

VI. Resident Duty Hours in the Learning and Working Environment

B. Supervision of Residents

C. Fatigue

Common Program Requirement:

B. Supervision of Residents

The program must ensure that qualified faculty provide appropriate supervision of residents in patient care activities

C. Fatigue

Faculty and residents must be educated to recognize the signs of fatigue and sleep deprivation and must adopt and apply policies to prevent and counteract its potential negative effects on patient care and learning.

Explanation:

Principles underlying a sound **supervision** policy include: maximizing the resident educational experience while maintaining a focus on patient safety and quality patient care; clear communication of which medical staff physician has supervisory responsibility, the nature of that responsibility, and contact information for anticipated circumstances; and criteria for determining needed level of supervision for a given resident under a given set of circumstances. Clear definitions are preferred over general statements and may address levels of supervision and responsibility, determination and description of graduated levels of responsibility, expectations for how supervision will be documented in the medical record, progress notes, etc. as well as procedures for monitoring resident supervision.

The intent of the requirement on **fatigue** is not only to raise faculty and residents' awareness of the negative effects of sleep deprivation and fatigue on their ability to provide safe and effective patient care, but also to provide them with tools for recognizing when they are at risk and strategies to minimize the effects of fatigue (in addition to getting more sleep). Programs must educate faculty and residents on the signs of fatigue and sleep deprivation and implement policies to prevent and counteract potential effects on patient care and learning. This may be done by the program or by the sponsoring institution for all its programs. Note the inclusion of faculty in this requirement.

The most effective curriculum will include both didactic and experiential components, such as a combination of readings, presentations, case-based discussions, and role plays. Resources include a bibliography of articles on the effect of sleep loss on performance is available on the ACGME website: http://www.acgme.org/acWebsite/dutyHours/dh_sleepdepbib2.pdf as well as the LIFE Curriculum (Learning to Address Impairment and Fatigue to Enhance Patient Safety): <http://www.lifecurriculum.info/>, available free-of-charge. It includes video segments, expert commentaries, discussion questions, suggested role play exercises and resources that may be used for self-study, embedded in classroom sessions or as one or more workshops.