

### **Block Scheduling for Medical Residents**

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### **Disclosures**



### Cohn

#### None

#### Pozehl None

#### Strohbehn

#### None

### **Presentation outline**



#### 1. Background

#### 2. Model

#### **3. Practical implementation**

#### 4. Conclusions

### **Presentation outline**



### 1. Background

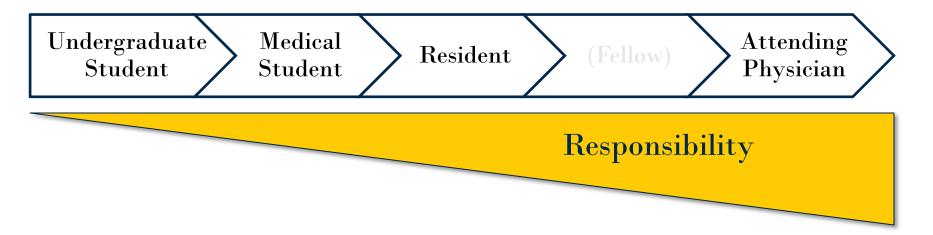
#### 2. Model

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### **Medical training pathway**





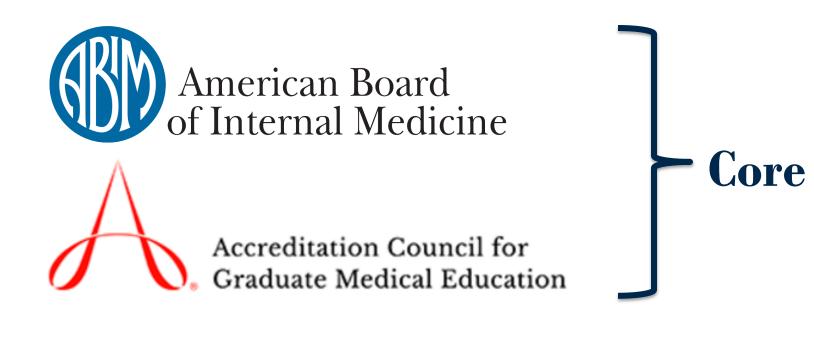


Post-medical school physician trainee

Patient care provider under attending physician supervision

### **Medical training oversight**

CENTER FOR EALTHCARE ENGINEERING & PATIENT SAFETY UNIVERSITY OF MICHIGAN



## MICHIGAN MEDICINE — Service

Disclaimer: ABIM and ACGME are in no way affiliated with this line of research or this presentation.

### **Medical training pathway**





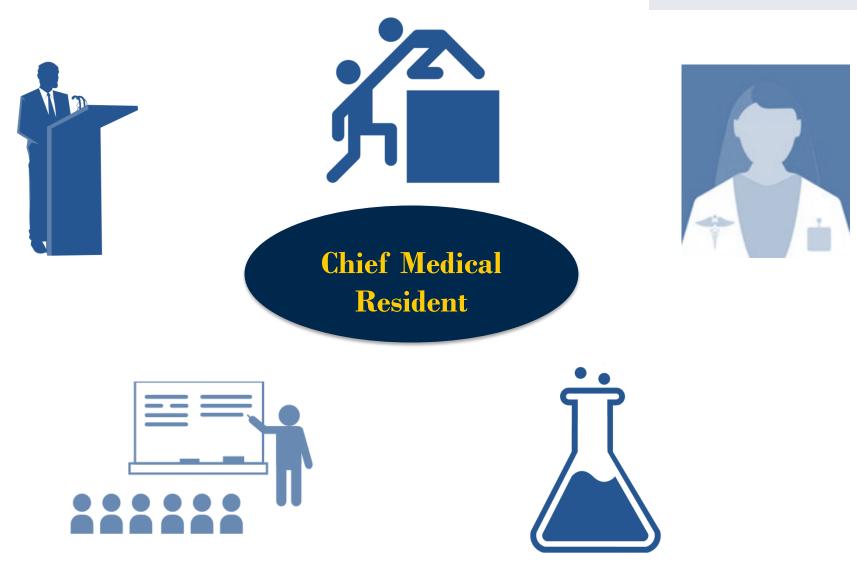


#### Developing internal medicine clinical skills

vs Seeking early subspecialization

#### **Roles/responsibilities of CMRs**





#### **Impact of residency schedules**





...clinical and administrative workflow



...patient access, care quality, safety, and satisfaction



...training quality and burnout rates



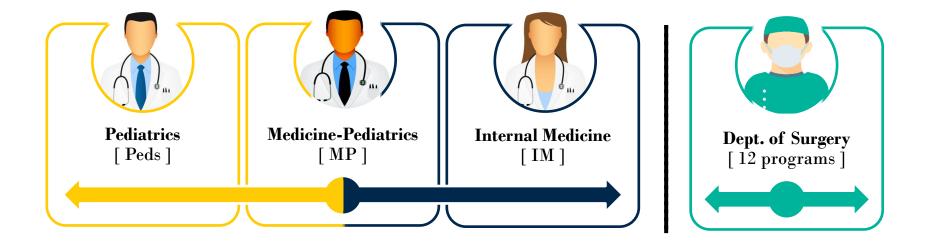


### Two years ago, we knew three things:

1) We were likely 23) Merecaledte cessai **e** be kobet tenetwait to **evweate** res tente gra ts) lives resm meet **then**eneed a negative way. S.

### **Partner programs**





### **Research objective**



Develop a decision support system to enable fast construction while simultaneously improving quality of annual rotation schedules



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### Model



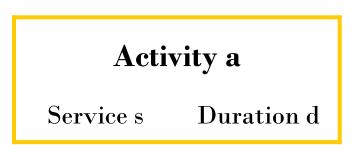
Minimize:	Ranked resident requests denied		
	Ranked administrative preferences denied		
	Seasonal (interview, graduation) conflicts		
	Burnout sequences		
	Undesirable activity assignments		
	Ambulatory credit variability		
<b>A 1 ·</b>	<b>Basic assignment rules</b>		
Subject to:	Basic assignment rules		
Subject to:	Basic assignment rules Rotation duration		
Subject to:	0		
Subject to:	Rotation duration		
Subject to:	Rotation duration Service coverage demands		
Subject to:	Rotation duration Service coverage demands Resident education requirements		

### **Model parameters**



#### Sets

R: set of residents
S: set of services
T: set of time periods
A: set of activities



#### **Decision variables**

 $\mathbf{x_{rst}} = \begin{cases} \mathbf{1}, & \text{if assigning resident } r \text{ to service } s \text{ during time period } t \\ \mathbf{0}, & \text{otherwise} \end{cases}$ 

 $\mathbf{y_{rat}} = \begin{cases} \mathbf{1}, & \text{if assigning resident } r \text{ to begin activity } a \text{ during time period } t \\ \mathbf{0}, & \text{otherwise} \end{cases}$ 

### Constraints



Basic assignment	$\sum_{s \in S} x_{rst}$	= 1,	$\forall r \in R, t \in T$
Rotation duration	$x_{rst} - \sum_{\substack{a \in A: \\ s(a)=s}} \sum_{p \in [max(0,t-d_a+1),t]} y_{rap}$	= 0,	$\forall r \in R, s \in S, t \in T$
Service coverage	$L \leq \sum_{r \in R'} \sum_{s \in S'} \sum_{t \in T'} x_{rst}$	≤ U,	$\forall$ (R', S', T') $\in$ C
<b>Resident education</b>	$\lambda \leq \sum_{s \in S'} \sum_{t \in T'} x_{r^e st}$	≤ μ,	$\forall e \in E, (S', T') \in e$
Service spacing	$i=t+d_A$	<sub>Bi</sub> ≤ 1,	$\forall t \in \{0,,  T  - 1 - d_A\}$
Service sequencing	$0 \leq \sum_{i=0}^{t-1} \sum_{s \in A^*} x_{rsi} - x_{r\beta t},$		$\forall t \in \{1,,  T  - 1\}$
Resident pairings	$\sum_{r \in R_1^g} \sum_{s \in S_1^g} \sum_{t \in T_1^g} x_{rst} + \sum_{u \in R_2^g} \sum_{v \in S_2^g} \sum_{w \in T_2^g} x_u$	ww = 0,	$\forall g \in G$
<b>Pre-assignments</b>	x <sub>rnsntn</sub>	= 1,	$\forall n \in N$
Prohibitions	x <sub>rosoto</sub>	= 0,	$\forall o \in O$



#### Important to consider **numerous metrics**, but no obvious objective function

- **Ranked resident requests denied**
- **Ganked administrative preferences denied**
- □ Seasonal (interview, graduation) conflicts

- **Burnout** sequences
- Undesirable activity assignments
- □ Ambulatory credit variability

#### **Options:**

- 1. Optimize weighted sum of metrics
- 2. Optimize metrics hierarchically
- 3. Something else?

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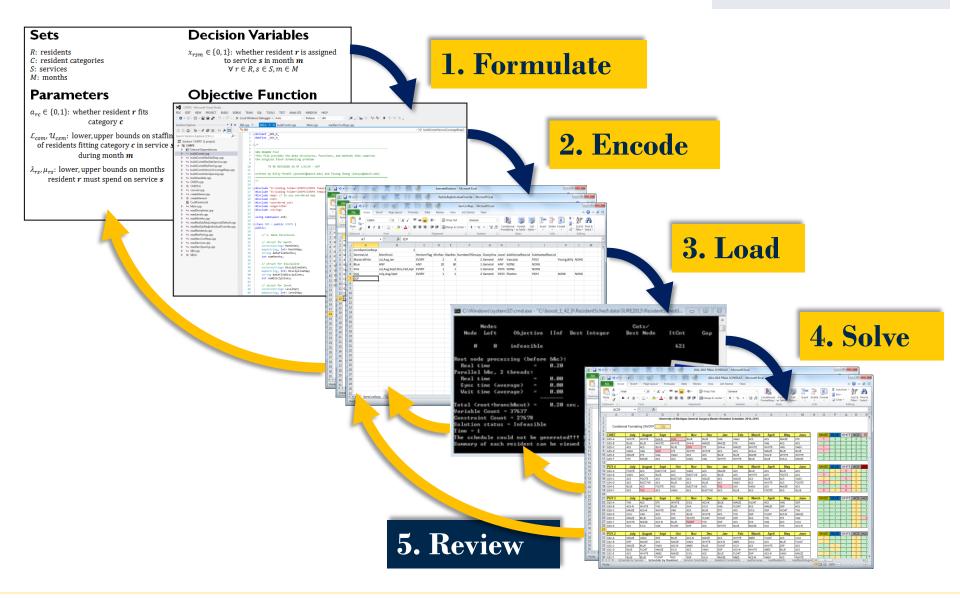
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### **Implementation process**





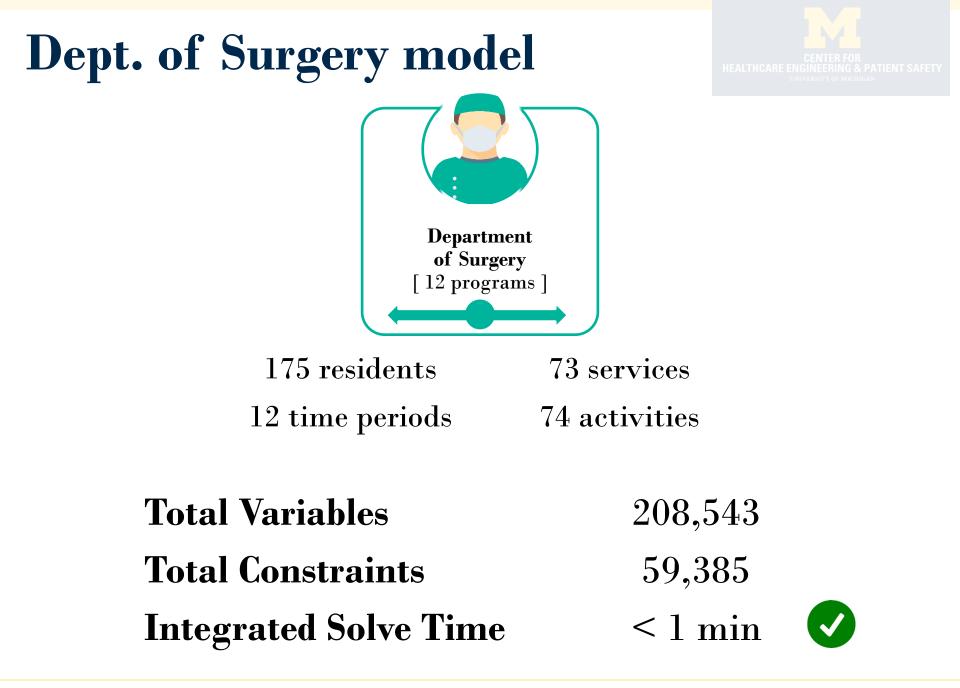




#### Encode the model in C++, using CPLEX 12.4

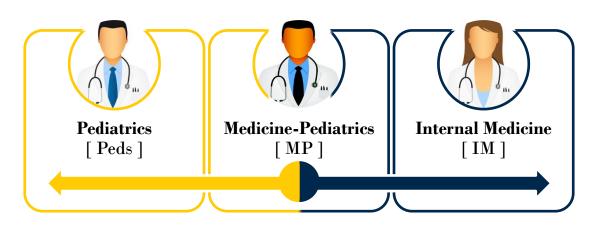
# Design robust input file formats to match potential needs

Gather rules and requests for the respective partner programs



### Peds – MP – IM model





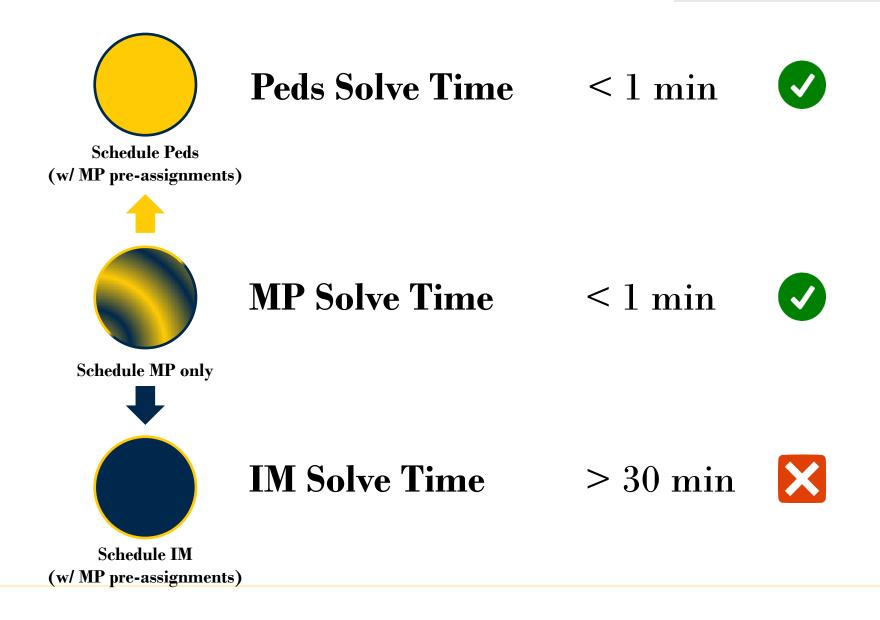
245 residents107 services24 time periods122 activities

Total Variables1,346,520Total Constraints1,992,897Integrated Solve Time1 – 24 hrs

X

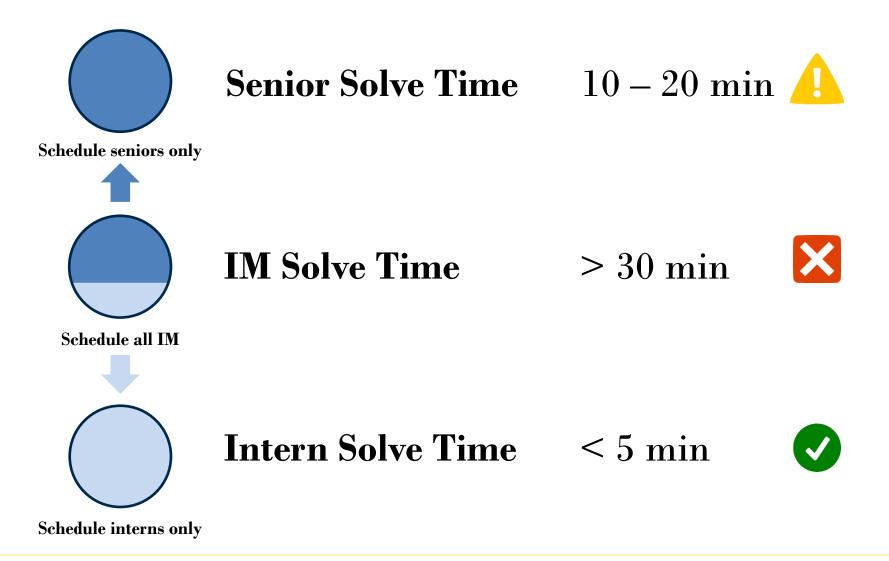
### **Sequential scheduling**





#### **Decoupled senior/intern schedules**

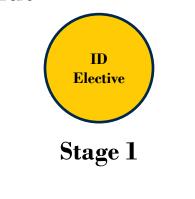




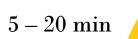
### **Two-stage scheduling**

### Stage 1

Aggregate similar services with composite educational requirements and service demands

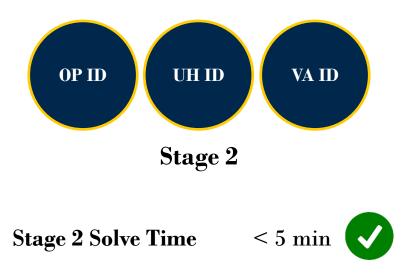


Stage 1 Solve Time



### Stage 2

Decompose aggregated services and apply individualized requirements and service demands



### Warm-starting solver



- 1. Add subset of constraints to model <
- 2. Solve model
- 3. Generate MIP warm start file
- 4. Repeat steps 1-3 until all constraints have

been incorporated



### **Minimize iterative changes**



# After hierarchically optimizing metrics, minimize changes from previous draft

Reduces number of individual resident schedules that must be reviewed each iteration

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Facilitating **coordinated** scheduling for two separate groups of interdependent programs

Afforded leadership greater **specificity** of scheduling needs compared to manual construction

Improved stakeholder **satisfaction** regarding measures of schedule quality

Enabled **rapid** construction via algorithmic strategies

### **Ongoing work**



Constraints

Investigating impact of specific rules (and rule categories)

Engines

Exploring whether modifications to CPLEX default settings, use of Gurobi, etc. improve solve time

**Processes** 

Streamlining administrative, input, iteration, and revision mechanisms

### **Challenges and opportunities**

#### Challenges

- Each program is unique
- Mathematical complexity
- Ill-defined objective function and shifting / competing preferences

#### **Opportunities**

- Many benefits to close collaboration
- Blending of practical / theoretical research
- Standardization and developing deep knowledge of problem domain
- Key focus: Impact in practice



#### Thanks to the **chief residents** and **program directors** for their collaboration and to the **students** who have built this tool

## Special thanks for the generous support from: MICHIGAN MEDICINE

### **Questions and comments**



#### Thank you!

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