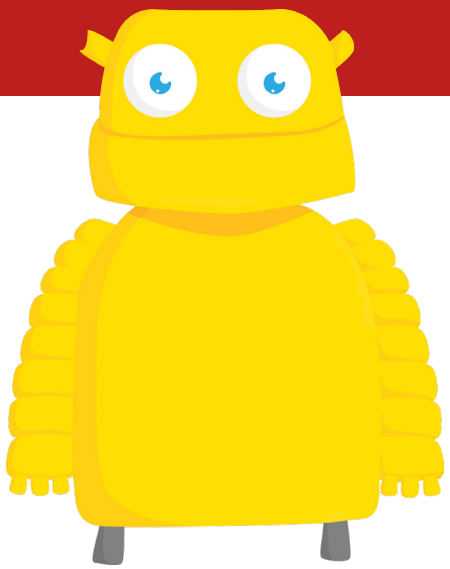
Your Comprehensive Guide to Competency Tracker

2023



The Public Safety Group is dedicated to providing the best-in-class digital solutions in EMS education. As accrediting requirements continue to evolve, we have taken this opportunity to reimagine our long-standing **Fisdap Skills Tracker**. We are incredibly excited to announce the launch of the all-new **Competency Tracker**, offering a much improved and superior user experience in your EMS programs. Platform enhancements have been primarily driven by feedback and recommendations we received through customer surveys and interviews regarding user experience and what the community would like to see improve. In addition, we have tapped into our technical support data and experience working with users of Fisdap Skills Tracker to ensure that enhancements specifically improve Competency Tracker's usability, functionality, and overall performance.

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Source Code: 2022Skilrp

The table below outlines the key changes and improvements that come with Competency Tracker, as well as the rationale behind each change and why it matters. There is also a reference guide at the end with images that show some of the changes mentioned below (**highlighted in red** with the **figure number and page reference in blue**).

Key enhancements and updates	What changed?	Why was this changed? Why is this important?
New ability to add more than two impressions **Figure 1, page 6**	The limit of two impressions has been removed.	Fisdap Skills Tracker limited the number of impressions that a student could enter to two, which occasionally prevented the student from documenting all the details of their assessment of a patient during their shift. This limit was lifted to allow more detailed and accurate reflection of the patient interaction in Competency Tracker.
New ability to duplicate a skill entry **Figure 2, page 5**	There is a new, convenient way to duplicate the same skill.	This change was made with the understanding that students might have to perform a single skill multiple times to meet program requirements. This enhancement was added to make the ability easier to record and track, freeing the student up to focus on performing the skill.
Combined Lab Practice Skills and Quick Skills into one Skills list **Figure 3, page 6**	One comprehensive skills list, which is now being referred to as the Items list, is now displayed to streamline the skills entry process for clinical, lab, and field shifts.	Instructors felt that the former setup was inefficient and that a consolidated list of skills would streamline the skills entry process for clinical, lab, and field shifts and make logging skills easier for students.
Students cannot enter data for future shifts	Students cannot enter data for a shift until their shift time begins. Previously, Fisdap Skills Tracker treated the start of the shift as "the day of the shift" (effectively midnight). Now, the start of a shift is the exact start time of the shift (for example, 10:00 on December 15).	This change was made based on instructor feedback indicating that stronger limits on when students could begin entering shift data is needed to help mitigate the recording of erroneous information.
Ability to add attachments, such as images, videos, and files/documents, on a shift-level to individual items or impressions. **Figure 4, page 6**	Accepted file formats include: PDF (.pdf), Word (.doc, .docx), Excel (.csv, .xls, .xlsx), PPT (.ppt, .pptx), Images (.png, .gif, .jpg), Video (.mp4, .wmw, .mov), HEIC (newer Apple image file) Maximum file size is 50MB. Students can enter comments describing the attachment. There's no limit for adding attachments at the shift level, but there is a limit of five attachments for individual skills and patient impressions.	With students being on the go, this feature gives students the ability to take a picture or video on their mobile device and upload it directly to Competency Tracker. During class, students may want to record each other or themselves to help practice, and instructors can watch the recording to assess each student's performance.
"Observed by" field allows students to receive credit for their observation	A graduation requirement may now be added and reported on for students to observe a specified number of skills and patients during a lab, clinical, or field shift.	While this ability is not required by CoAEMSP, it was added to give programs more flexibility in setting up program requirements where observations may also be tracked.

Key enhancements and updates	What changed?	Why was this changed? Why is this important?
New ability to add comments for each individual skill performed **Figure 5, page 6**	Students can now add comments with more information and detail, such as why they were successful, partially successfully, or unsuccessful.	This change gives students expanded ability to outline their narrative, as well as provide instructors with more insight into student performance.
New speech-to-text dictation (for comments and narrative)	Students can speak and have their words transcribed directly within applicable fields of Skills Tracker using a new speech-to-text option.	Another feature to help students save time when they're in the field and/or between shifts, this functionality makes it easier for students to dictate their text entry within comments in Competency Tracker.
Enhanced search functionality	The search index now supports search based on terms that have similar construction. This applies to items, signs, symptoms, and impressions. For example, if you type "**bl**," search results will bring up any words with "**bl**," such as "**bl**eeding," "breathing pro**bl**em," and "headache, **bl**urred vision."	This function has been enhanced for precision making it easier for students to find the correct terms they need and save time.
Goals Landing Page	On the Goals listing page, there are three new added functionalities: Search Goal Set Hide Inactive Goal Sets Filter Goal Sets – Filter goal sets by certification level: EMT, AEMT, and Paramedic	These updates were made to help instructors easily search and find goal sets faster.
New Goal Set Template	A new goal set template was created specifically to address the new CoAEMSP Student Minimum Competency (SMC) Recommendations Report (2023).	Programs can use the new goal set template for their students / cohort. Programs will not be able to make any edits except for changes to the number of repetitions.
Expanded "Goal Set" options Instructors can also create sub goal sets, such as a sub goal dedicated to the skills performed in lab	Instructors can select from a templated goal set: Paramedic. Based on the certification level, instructors can customize the goals for their specific programs. Goal sets can be edited, renamed, and deleted based on program's requirements. **Goal Set Options (+sub goal set, edit, etc.), Item Goal Details, and Goal Set (edit, duplicate, delete goals).** **Figures 6A, 6B, 6C, Page 8.** **New filter options are available within each goal set, including goal type, scenario type, location, subject, activity, and team role.** **Figure 7, Page 8.** Instructors can create new goals by adding new skills and/or patients.	This update gives instructors the ability to customize goals for their cohorts/programs with a greater degree of specificity and flexibility to better track and record student progress in meeting goals for certification.

Key enhancements and updates	What changed?	Why was this changed? Why is this important?
Goal Sets/Enhanced Item Library **Figure 8A, page 9** **Figure 8B, page 9** **Figure 8C, page 9**	A new enhanced item library modal was created for instructors to use when adding new Item goals to their customized goal sets.	This update provides instructors with an easy and visual way to add new Item goals to their customized goal set. Instructors will be able to easily see what Items are being added, quickly make edits to the details within selected Items, simply search for Items based on terms that have similar construction and delete Item goals.
Expanded Sub-Goal Sets	Inside a custom goal set, instructors can sort sub-goal sets by using a new filter option. The different sort options that are available include: Sort by Ascending A-Z – Sorts sub-goal sets alphabetically by Ascending A-Z Sort by Descending Z-A – Sorts sub-goal sets alphabetically by Descending Z-A Reset to Default Order – Sub-goal sets are sorted based on the creation date starting with the oldest on the far left and newest on the far right Rearrange Sub-goals set – Rearrange the sub-goal sets based on instructor prioritization and organization.	These updates were made to help instructors easily sort and view sub-goal sets with four different sort options.
Various updates to address the new CoAEMSP Student Minimum Competency (SMC) Recommendations Report (2023)	Added “FBAO using McGill Forceps” as a new skill. Students will need to track this new skill for Table 3. Added new attributes to Bandaging item Changed skill name from “Suction” to “Suction (Oral)” Added “SMR Cervical Collar” as a new skill Added “Lifting and moving” as a new skill Added new attributes to “Lifting and moving” skill A number of edits to OB impressions have been made, including: Changed naming from “OB-Birth Vaginal” to “OB-Delivery/Birth Vaginal.” Added Complication Attributes to OB-Delivery/Birth Vaginal Impression. Changed naming from “OBGYN” to “OB-Gynecological Problem.” Add normal newborn care item and neonatal distress impression.	These updates were made to meet CoAEMSP requirements.

Key enhancements and updates	What changed?	Why was this changed? Why is this important?
Required fields are marked by an asterisk	Any required field within Competency Tracker is now denoted by an asterisk.	This enhancement makes it easier to recognize required fields and reduce time going back and filling in required fields that might have been missed before.
Updated age details	Includes days in age details so students can receive neonate credit with an exact age for the patient. Year value is capped at 150 years old, and an error message is shown if an age of 151+ is entered.	This update makes it easier to get neonate credit in Competency Tracker. While students could receive neonate credit before, the age detail options were more limited. Now, they're enabled to be more exact.
Enhanced user interface (UI) design	The notification (that displays on the screen after any changes have been made to saved data) is visible for 5 seconds and placed at the bottom center of the screen. Optional fields do not have a default/pre-selected value, while mandatory fields do. To delete patients, users must open the desired patient and delete it. This update was made to ensure safe deletion (i.e., user should review the patient details before deleting them). Some patients may look the same.	Enhancements were made following user feedback and subject matter expert input on desired UI changes with the goal of saving customers time and making the UI easier to navigate.

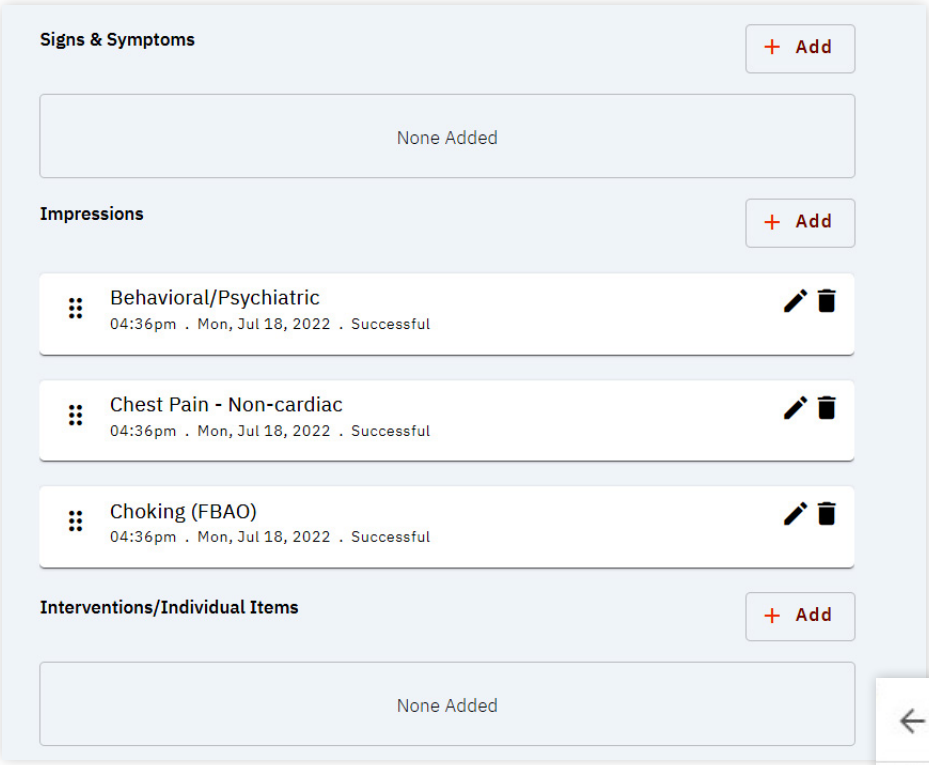


Figure 1. New ability to add more than two impressions.

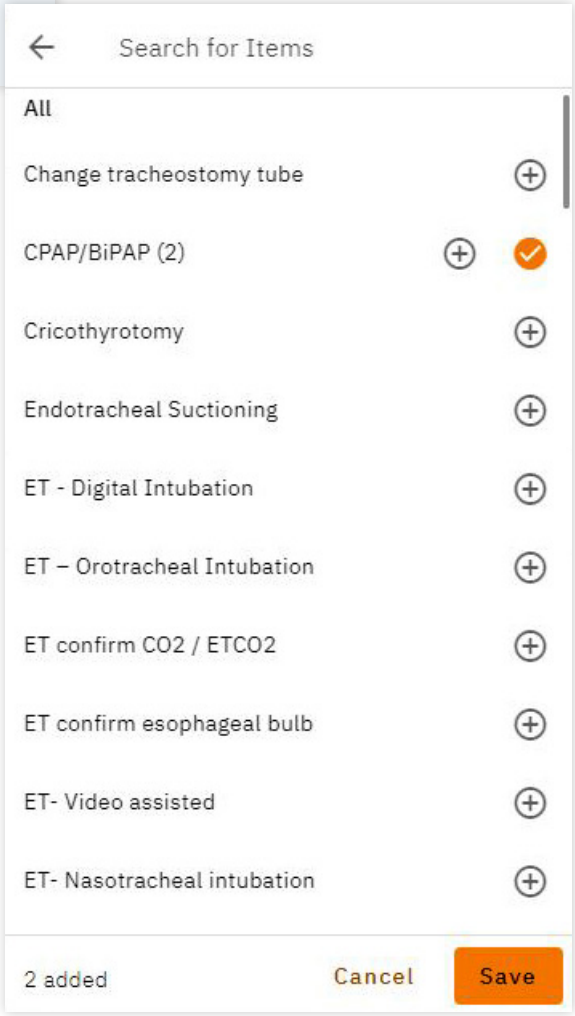


Figure 2. New ability to duplicate a skill entry.

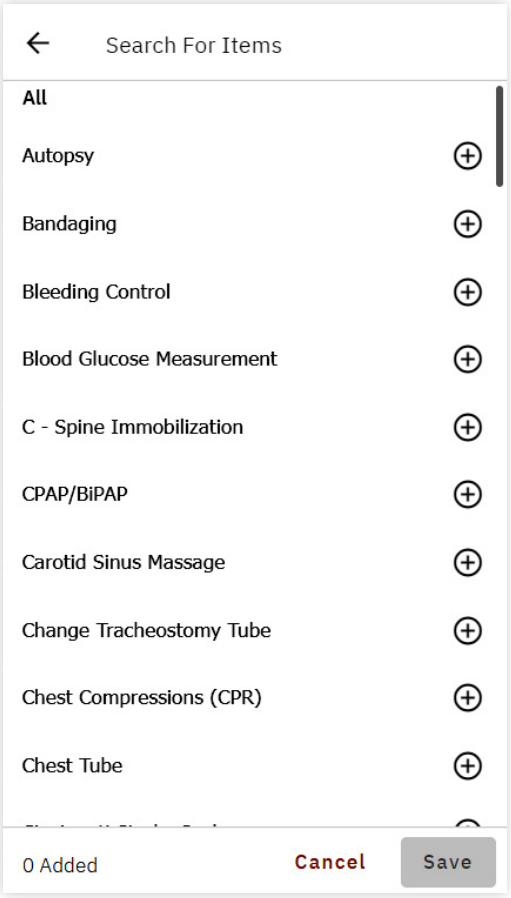
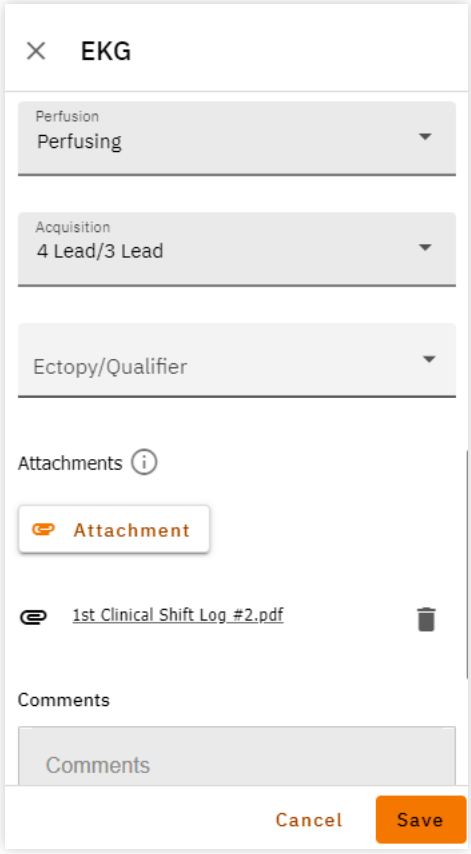


Figure 3. Individual Item Library (replacing Quick Add Skills and Lab Practice Items) - Lab Practice Skills and Quick Skills have been combined into one Skills list.

Figure 4. New ability to add attachments, such as images, videos, and files/ documents, on a shift-level to individual items or impressions.



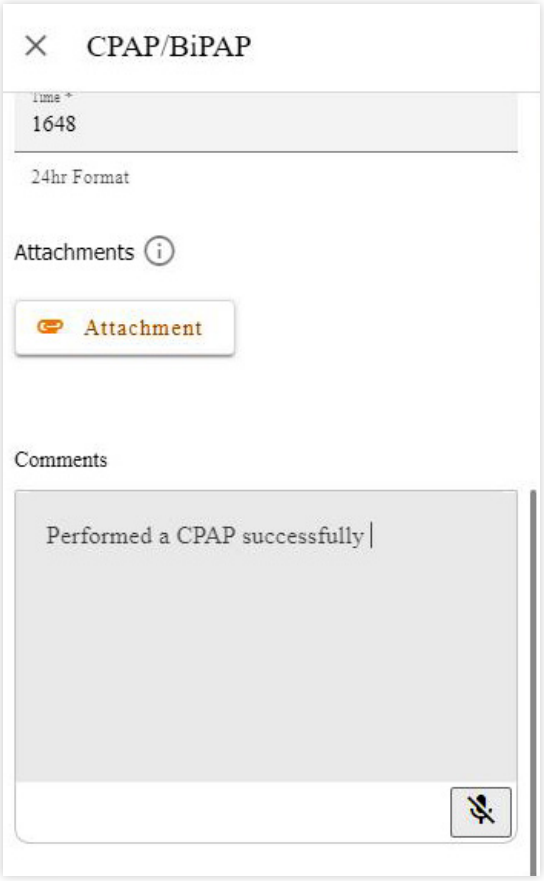


Figure 5. New ability to add comments for each individual skill performed.

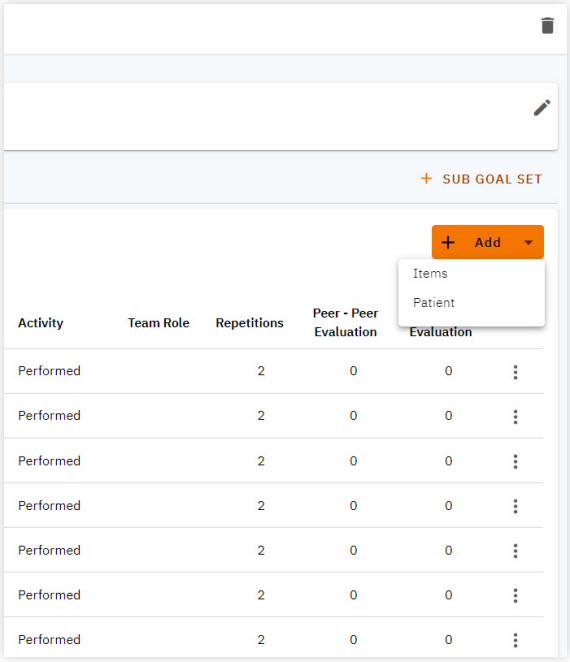


Figure 6A. Goal Set Options (+sub goal set, item, patient)

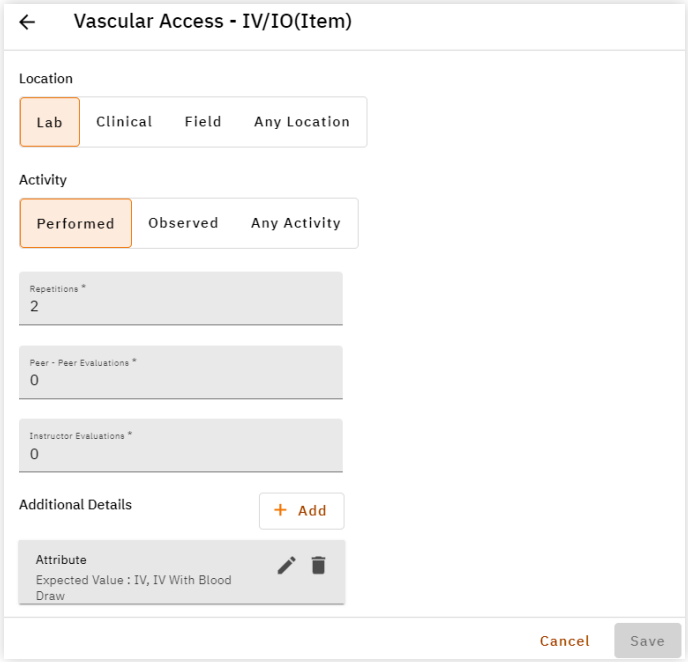


Figure 6B. Item Goal Details.

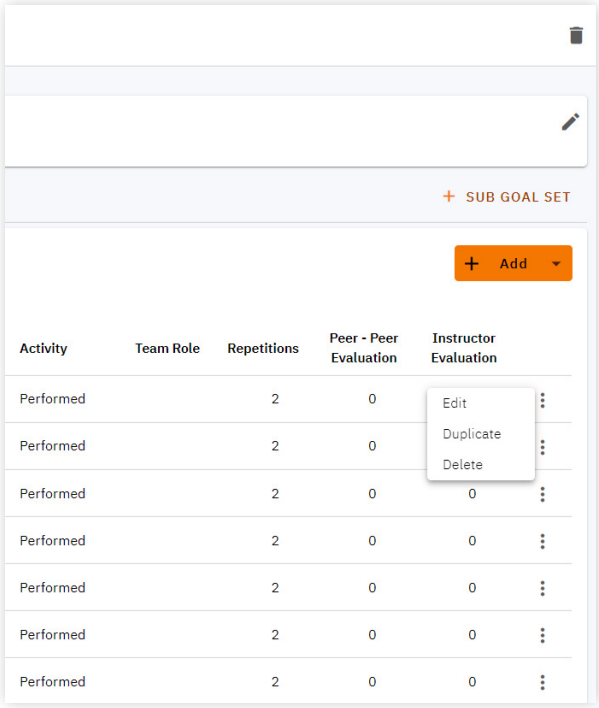


Figure 6C. Item and patient goals can be edited, renamed, and deleted based on program's requirements.

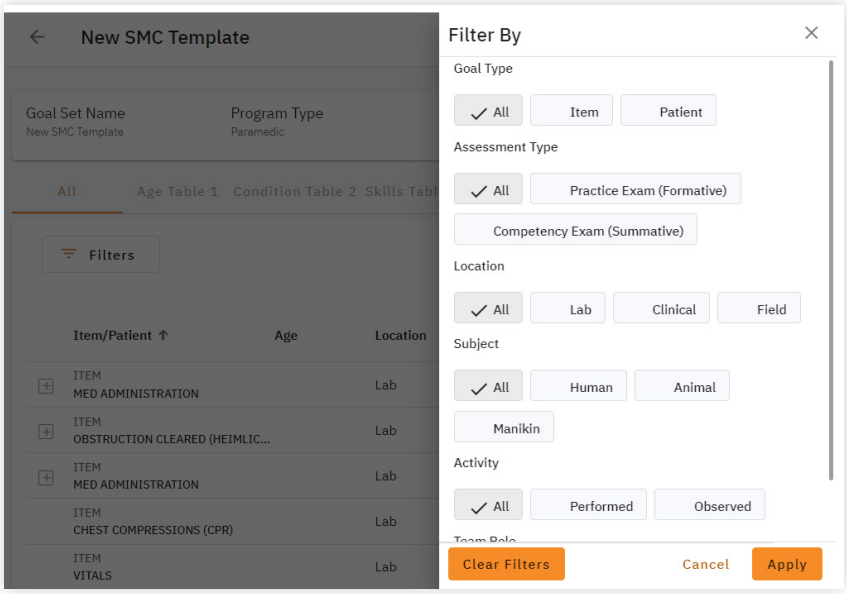


Figure 7. Goal Set Filtering - New filter options are available within each goal set.

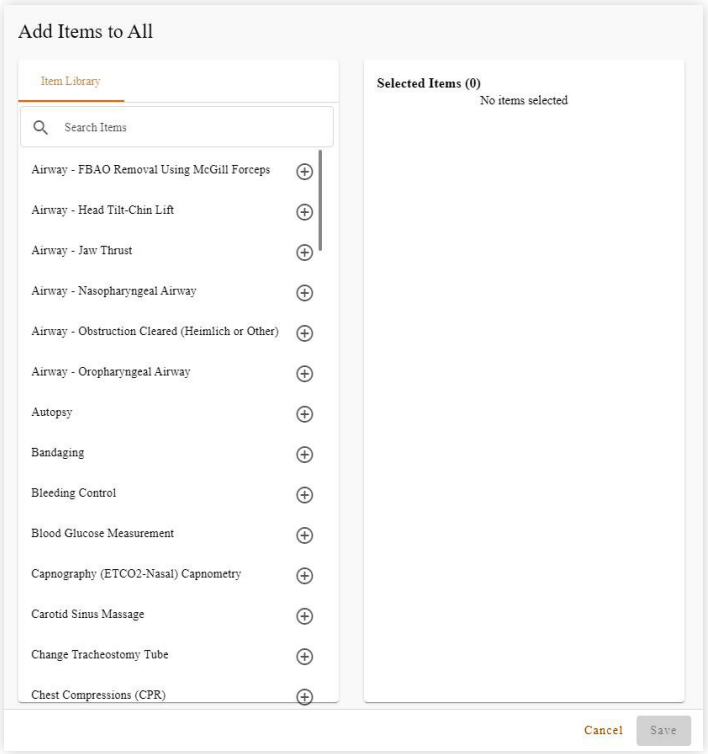


Figure 8A. Enhanced Item Library Modal.

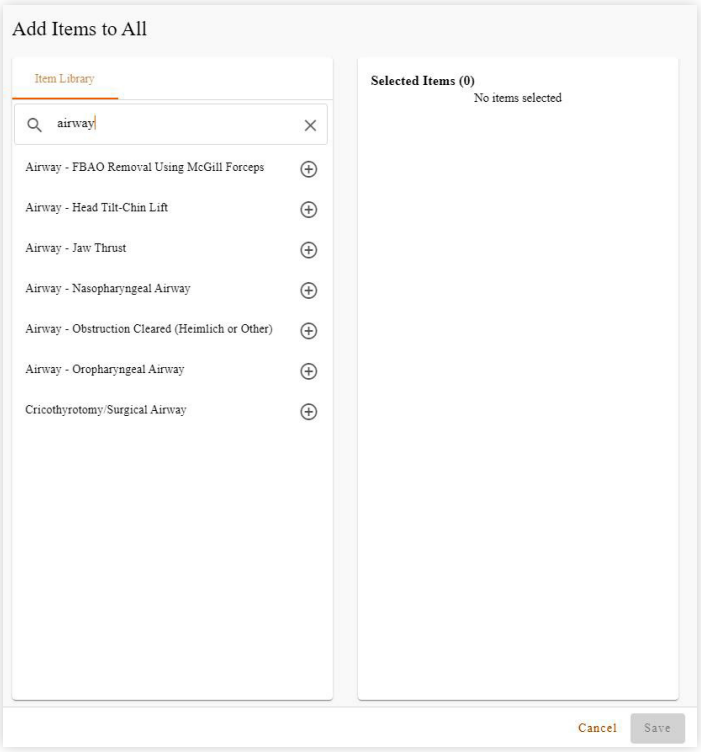


Figure 8B. Enhanced Item Library Modal with Item Search.

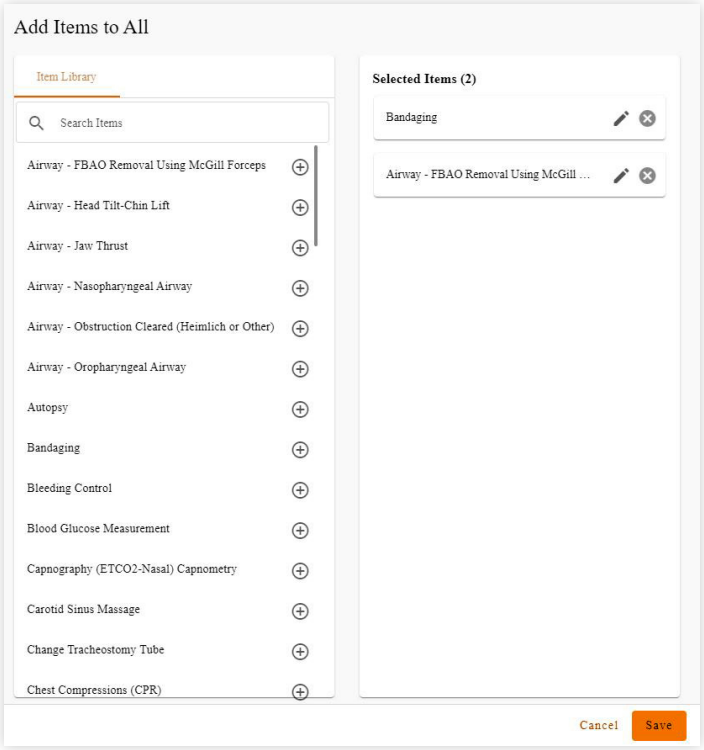


Figure 8C. Enhanced Item Library Modal with Items Selected.

To learn more about the updated Competency Tracker, please visit **www.fisdap.net/competency-tracker**