

Please review this guide for information on how to effectively use JBS Clinical Classroom

Welcome to JBS Clinical Classroom, a powerful, adaptive learning tool that can help you identify knowledge gaps, track your learning progress, and earn continuing medical education (CME) and ABOS-approved self-assessment examination (SAE) credits.

Logging in

To log into JBS Clinical Classroom, please log into your JBS account in the link below. The system is compatible on your computer, tablet, or mobile phone.

[JBS Clinical Classroom](#) (bookmark this!)

Username: your email

Password: Welcome123 or password set by you during registration

Dashboard

This is your learning homepage that includes your modules (divided by subspecialty), exams, and practice sets. Within each module, there are over 400 probes (questions) with related learning resources, and access to full-text articles from JBS as well as links to the abstracts from other pertinent articles. The progress (%) in each module tile corresponds to your mastery of the material – the more probes you answer and get correct, the higher this % becomes. Your total progress is at the top right of the page in the circle. Once you finish a module, that tile will move from the “To Do” column (as seen in the image) to the “Refresh” column on the left. Once you complete a module, you can go through the entire module and probes again from the “Refresh” section; however, you will not receive CME or SAE credits for this content again.

The screenshot displays the JBS Clinical Classroom dashboard. At the top, the user's name 'Aidan Smith' and initials 'AS' are visible. The main header is 'CLINICAL CLASSROOM' with a 'Learn 16%' indicator. Below the header, there are filter options for 'Type', 'Sort by', and 'Due Date'. The dashboard is divided into two main sections: 'REFRESH (1)' on the left and 'TO DO (12)' on the right. The 'REFRESH' section contains a single module titled 'Ethics' with a progress bar. The 'TO DO' section contains eight modules, each with a progress bar and a 'LEARN' button. The modules are: Trauma (12% progress, 7h 3m), Sports Medicine (8% progress, 7h 27m), Hand & Wrist (4% progress, 7h 5m), Pediatrics (11% progress, 5h 38m), Adult Hip Reconstruction, Adult Knee Reconstruction, Pathology & Basic Science, and Shoulder (with an 'Expand' button). At the bottom, there is an 'OVERALL PERFORMANCE' section.

Using Clinical Classroom

There are several ways that Clinical Classroom can help you learn, particularly through **answering probes** and **creating practice sets**.

Answering Probes

In the Dashboard, there are several modules divided by each orthopaedic subspecialty. To start answering probes and begin the learning process, please **click on a module**.

The first time you access a module you will be prompted to go through the 3 introduction slides (see image below). It is important to **read these instructions** and set your experience level in the “**Self-assessment**” bar. This level alerts the system of your skill, letting it tailor probes and remediation to you. If you set your self-assessment level to novice, you will see more learning resources in the beginning. When you set your level at expert you will see more probes and fewer learning resources. You can change this level at any point, but it is important to set this early in the learning process.

After finishing the introduction slides and understanding how our algorithm works, you can click *Next* to begin answering probes.

There are many different types of probes – the key part is **the confidence scale**, which is pictured below with boxes from green to red. Each option denotes your confidence in your answer(s) – a metacognitive approach of having you assess your own knowledge in each area before submitting your answer. The confidence type you select, in tandem with whether you get the question correct and how long it took you to submit, helps the system determine your progress and mastery of the content. Are you getting several probes correct with high confidence? The system will phase out this material and help you focus on your identified weak areas.

The screenshot shows the JBJS Clinical Classroom interface for the 'Adult Hip Reconstruction' module. At the top, the user's name 'Aidan Smith' and a progress indicator '0%' are visible. The main content area is titled 'WELCOME TO JBJS CLINICAL CLASSROOM' and includes a brief explanation of the personalized learning approach. Below this, there are four buttons for confidence levels: 'I KNOW IT' (green), 'THINK I KNOW IT' (light green), 'NOT SURE' (orange), and 'NO IDEA' (red). A 'CHALLENGE US' button is also present. At the bottom, there are navigation buttons for 'PREVIOUS', '1', '2' (selected), '3', and 'NEXT'. A 'Self-Assessment' bar is located at the bottom left, with a red arrow pointing to it from the text 'Set your experience level'. Another red arrow points from the 'WELCOME TO JBJS CLINICAL CLASSROOM' slide to the text 'Instructions on use'.

Tools to use while answering probes

Learning Resource: Click on “Learn more here” or “LEARN ABOUT THIS” under the probe responses to learn more about a probe’s topic and access quick articles to read further. (See area in red in the figure below)

The screenshot displays the JBJS Clinical Classroom interface. The main content area is titled "Ankle Injuries and Disorders" and contains a question: "Categorize the characteristics associated with tibial stress syndrome and tibial stress fracture." Below the question are two columns of characteristics:

TIBIAL STRESS SYNDROME	TIBIAL STRESS FRACTURE
<ul style="list-style-type: none">✓ Cortical thickening on a radiograph✓ Diffuse edema/periostitis on magnetic resonance imaging✓ Diffuse uptake on Phase 3 of a bone scan	<ul style="list-style-type: none">✓ Fracture line on a radiograph✓ Point tenderness on the tibia✓ Hypointense line noted on magnetic resonance imaging

Below the characteristics, there is a "Learn more here" link with a red border, pointing to "Medial Tibial Stress Syndrome vs. Tibial Stress Fracture". The interface also includes a "Self-Assessment" section on the left, a "CHALLENGE US" button, and a "NEXT" button. On the right, there is a side panel with a "HISTORY" section, a "TABLE OF CONTENTS" section, and a "Progress Projection" graph showing 8% progress and 10m spent.

Side panel: this tool provides a history of probes you have answered and learning resources you have seen. The circle icons represent your completion and mastery of that learning objective – getting a probe correct results in a fuller circle. It also includes a Table of Contents of all of material in the module as well as your projected progress. You can access or hide this panel by clicking on the arrow in the right upper corner of the page.

This screenshot is identical to the one above, but with a red circle highlighting the arrow icon in the top right corner of the side panel, indicating how to toggle the panel's visibility.

Challenge Us: Have a question or disagree with an answer? Click the *Challenge Us* button to submit a challenge. All challenges are reviewed by our team and changes are made to the probes as needed.

The screenshot displays the 'Ankle Injuries and Disorders' module. The main content area is titled 'Ankle Injuries and Disorders' and contains a question: 'Categorize the characteristics associated with tibial stress syndrome and tibial stress fracture.' Below the question are two columns of characteristics:

TIBIAL STRESS SYNDROME	TIBIAL STRESS FRACTURE
<ul style="list-style-type: none">✓ Cortical thickening on a radiograph✓ Diffuse edema/periostitis on magnetic resonance imaging✓ Diffuse uptake on Phase 3 of a bone scan	<ul style="list-style-type: none">✓ Fracture line on a radiograph✓ Point tenderness on the tibia✓ Hypointense line noted on magnetic resonance imaging

At the bottom of the main content area, there is a 'Learn more here:' link for 'Medial Tibial Stress Syndrome vs. Tibial Stress Fracture'. Below this, there is a 'Not Sure' button, a 'CHALLENGE US' button (highlighted with a red box), and a 'NEXT' button.

On the right side, there is a 'HISTORY' and 'TABLE OF CONTENTS' section. Below that is a 'Progress Projection' graph showing 8% progress (green bar) and 10m spent. The graph also shows a projection (orange dashed line) reaching 100% completion. The time remaining is ~7h 26m left.

Practice Sets

Practice Sets allow you to create your own practice exams. These can contain probes from one or any combination of modules. They can also include all probes, probes you have not seen yet, or probes that you have missed. Creating a Practice Set from the probes you have missed is a great way to target your weaknesses. To create a Practice Set, **go to your Dashboard and scroll down to the blue tile** (see image below).

The screenshot shows the 'Ethics' dashboard with several learning modules. The modules are:

- Adult Hip Reconstruction (0% progress, 7h 42m)
- Adult Knee Reconstruction (6% progress, 7h 14m)
- Pathology & Basic Science (4% progress, 6h 24m)
- Shoulder & Elbow (8% progress, 5h 57m)
- Spine (6% progress, 7h 37m)
- Foot & Ankle (2% progress, 5h 0m)
- Adult Hip Reconstruction (33% progress, Expand button)

A 'PRACTICE SETS' tile is highlighted with a red circle. It contains the text 'Clinical Classroom. Learn. Practice Set'.

The Library

All probes and learning resources can be found in the Library (see image below). To access the Library, please **click on the hamburger menu to the top left of the screen**.

The Library is organized by subspecialty, topic, and then learning objective. Typically, there are 2 probes (green boxes) and 1 “Slide” or learning resource (blue box) per learning objective. The green probe boxes have terms that denote the type of question (e.g. MCQ=Multiple Choice Question, CAT=Categorize). You can hover over these boxes to preview the content or click to access them directly.

Want to review specific content? Select the checkboxes to the far right and click “Present Selected” at the top to go through all selected material. NOTE: When using this format to see the probes, you must use the controls at the bottom of the screen to advance or end the presentation. The *Next* button will not advance you to the next question.

The screenshot shows the JBJs Clinical Classroom Library interface. On the left is a sidebar with a hamburger menu icon and the text 'JBJs CLINICAL CLASSROOM'. Below this is a list of categories: 'Clinical Classroom. Learn.', 'Adult Hip Reconstruction', 'Adult Knee Reconstru...', 'Ethics', 'Foot & Ankle', 'Hand & Wrist', 'Pathology & Basic Sci...', 'Pediatrics', 'Shoulder & Elbow', 'Spine', 'Sports Medicine', and 'Trauma'. The 'Adult Hip Reconstruction' category is selected. The main content area is titled 'PRESENT SELECTED' and contains a search bar with the text 'Type to search'. Below the search bar is a list of learning objectives, each with a checkbox on the right and a row of question type buttons (SLIDE, MCQ, MATCH, CAT). The objectives listed are: 'Welcome to JBJs Clinical Classroom' (SLIDE), 'Hip Anatomy' (checkbox), 'Blood Flow To The Femoral Head' (SLIDE, MCQ, MCQ), 'Proximal Femoral Morphology Based on the Dorr Classification' (SLIDE, MATCH, MCQ), 'Radiographic Findings Associated with Femoroacetabular Impingement' (SLIDE, MCQ, MCQ), 'Radiographic Findings Associated with DDH' (SLIDE, MCQ, MCQ), 'Muscles Supplied by the Superior Gluteal Artery and Nerve' (SLIDE, MCQ, MATCH), 'Nonoperative Management of Hip Osteoarthritis' (checkbox), 'Intra-articular Hip vs. Lumbar Spine Pathology' (SLIDE, CAT, MCQ), 'Pharmacologic Treatment in Osteoarthritis' (SLIDE, MATCH, MCQ), 'Potential Complications of Pharmacologic Treatment for Hip Osteoarthritis' (SLIDE, MCQ, MATCH), and 'Opioid Use after Total Hip Arthroplasty' (SLIDE, MCQ, MCQ).

Using Reports

Reports are a perfect tool for understanding your progress and performance. **Topic Scores** provides an overall glimpse of your progress and time spent per module; **Confidence and Performance** highlights your metacognitive status based on your confidence and probe answers; and **Most Challenging Learning Objectives** reveals the material you struggled with most.

For definitions on terminology, please see the Terminology section [below](#).

The screenshot shows the 'Reports' section of the JBJs Clinical Classroom. It features a 'Topic Scores' table with the following data:

Module	Progress	Time Spent	Time Left
Ethics	100%	10m	0m
Trauma	12%	1h 33m	7h 3m
Sports Medicine	8%	2h 44m	7h 27m
Hand & Wrist	4%	39m	7h 5m
Pediatrics	11%	3h 7m	5h 38m
Adult Hip Reconstruction	0%	9m	7h 42m

Below the table, there is a 'Confidence and Performance' section with the text: 'VIEW HOW AWARE YOU WERE OF WHETHER OR NOT YOU KNEW THE ANSWERS'. It includes two definitions: 'CONSCIOUS COMPETENT - AWARE THAT YOU KNEW THE ANSWER' and 'CONSCIOUS INCOMPETENT - AWARE THAT YOU DIDN'T KNOW THE ANSWER'. The 'CONSCIOUS INCOMPETENT' definition includes a note: 'You knew that you didn't know the answer. That is OK! It takes time to learn new things. What is important is that you know when you don't know the answer and you will continue to learn this material.'

Credits Center

From the hamburger menu, practicing orthopaedic surgeons can click on the Credits Center. Here you can print out a transcript of your earned *AMA PRA Category 1 Credits™*. You can also earn ABOS-approved scored and recorded Self-Assessment Examination (SAE) credits towards your maintenance of certification.

If you wish to use credits earned in JBJS Clinical Classroom towards your Maintenance of Certification (MOC) SAE requirements, please contact JBJS at cme@jbjs.org. For MOC, SAE credits and *AMA PRA Category 1 Credits™* cannot overlap so we will calculate the number of SAE credits you have earned and provide you with a certificate that you can submit to the ABOS.

The Journal of Bone and Joint Surgery, Inc designates this enduring online activity for a maximum of 1.0 *AMA PRA Category 1 Credit(s)™* for every 6 questions answered correctly. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

The Journal of Bone and Joint Surgery Inc. is accredited by the Accreditation Council for Continuing Medical Education (ACCME) to provide continuing medical education for physicians.

Terminology

Because JBJS Clinical Classroom uses adaptive technology, some of the terminology may be new for users. Here is a list of terminology used throughout the platform with definitions:

***Metacognition:** a learning technique that targets weak areas in knowledge while phasing out the strong areas. In a probe, the learner must choose the correct answer and also assess his or her confidence in that answer.

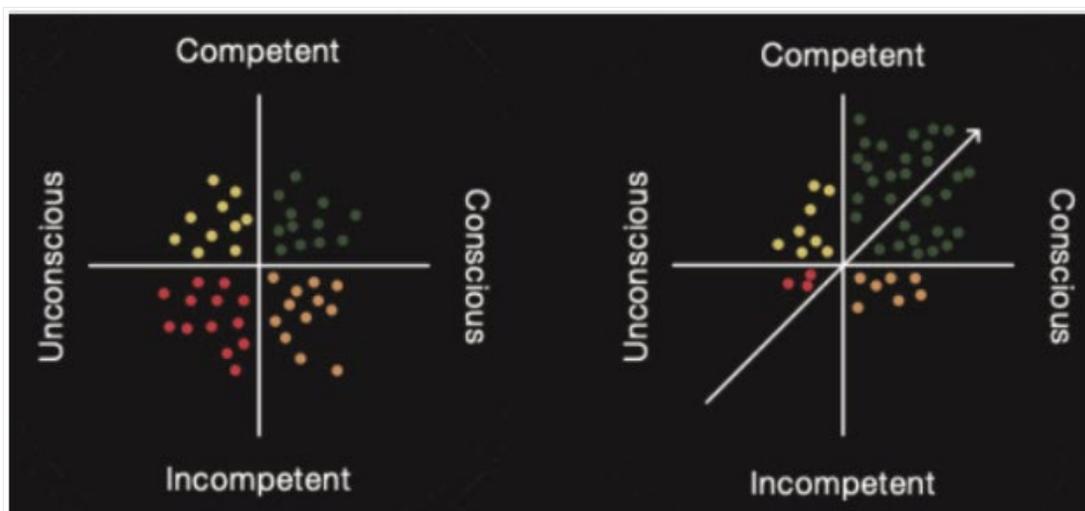
Conscious Competence: material a learner is aware of and confident they know

Conscious Incompetence: material a learner is aware of and confident they do not know

Unconscious Competence: material a learner is unaware of and unconfident they already know

Unconscious Incompetence: material a learner is unaware of and unconfident they do not know (this is material they have yet to learn and leads to guessing)

Unaware: usually seen as a percentage in reports that denotes the platform's algorithmic assessment of a learner's material that they have yet to learn or master



Resources and Links

[Learner Tutorial Video](#)

[JBJS Clinical Classroom homepage](#)

Contact info

Aidan Smith, JBJS Account Manager

asmith@jbjs.org

(781) 433-1245