Examples of types of links available in CME quizzes

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What options do I have for links?
There are four main types of links used in CME quizzes. These can all be mixed and matched as needed.

- Highlighting links
- Pop-up hints
- Simple hyperlinks
- Explanation boxes

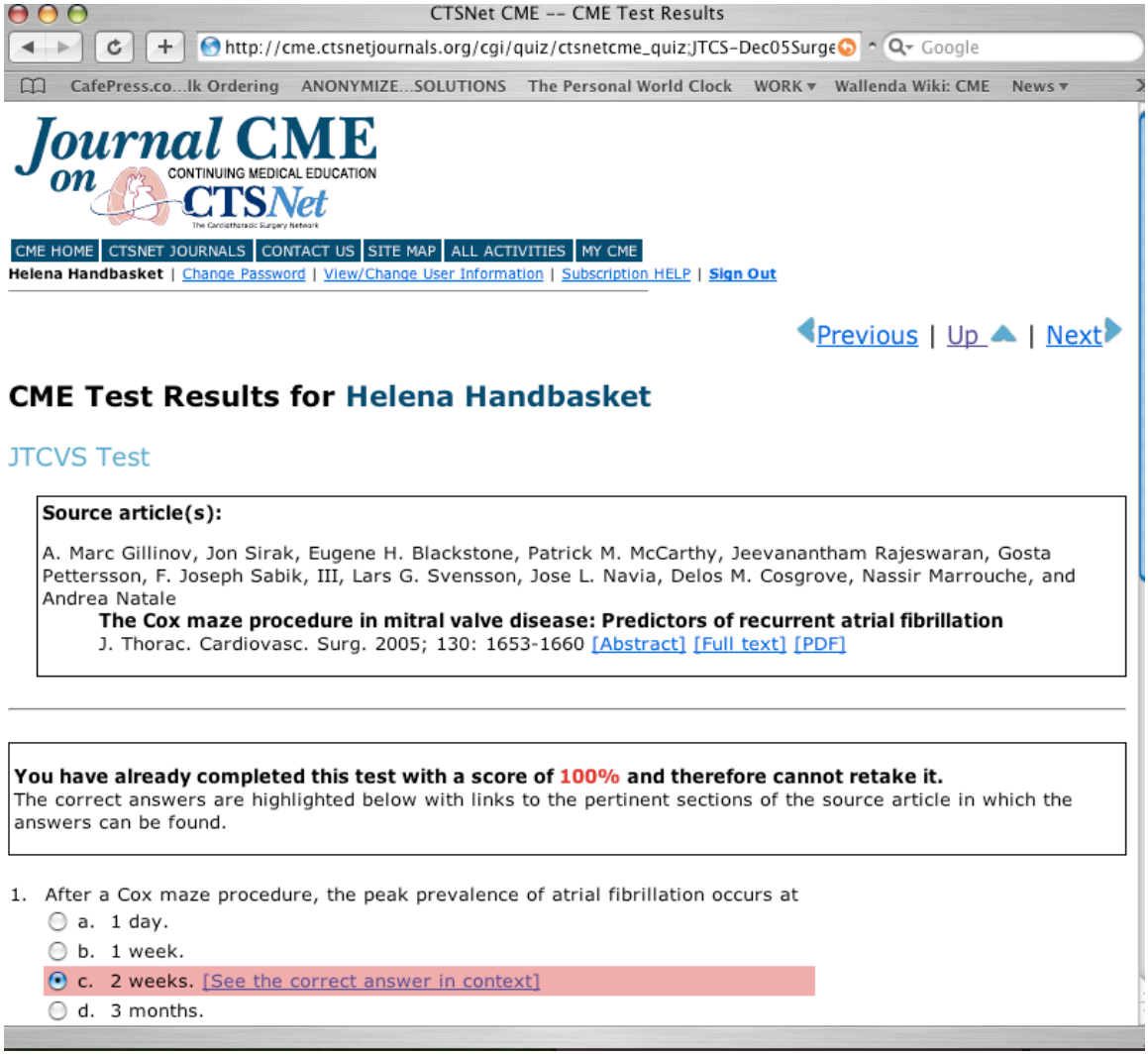
Highlighting links
This link goes to a HW-hosted journal article, with a passage of text colored and bolded. The link finds the passage to highlight based on a unique "startmatch" and "endmatch" of the phrase to be highlighted. The highlighting is made by matching a unique combination of words in a starting phrase, and a unique match for the ending phrase. Everything in between the two phrases will be highlighted. Display options for showing the links are submit, pass, or all.

Pop-up hints
The <hint> tag results in a pop-up javascript window. The window is width=300 x height=200, but resizable and scroll bars will show, if necessary. Typical usage of the <hint> is to give the user extra help to pass the quiz; however, the display options for <hint> are submit, pass, or all, just like the <highlight> tag, so it's your choice when to make it display. You cannot place a table or figure in the <hint> itself, but you could have a link to the figure, if it lives somewhere else online. Display options for showing the link to the hint: submit, pass, or all.

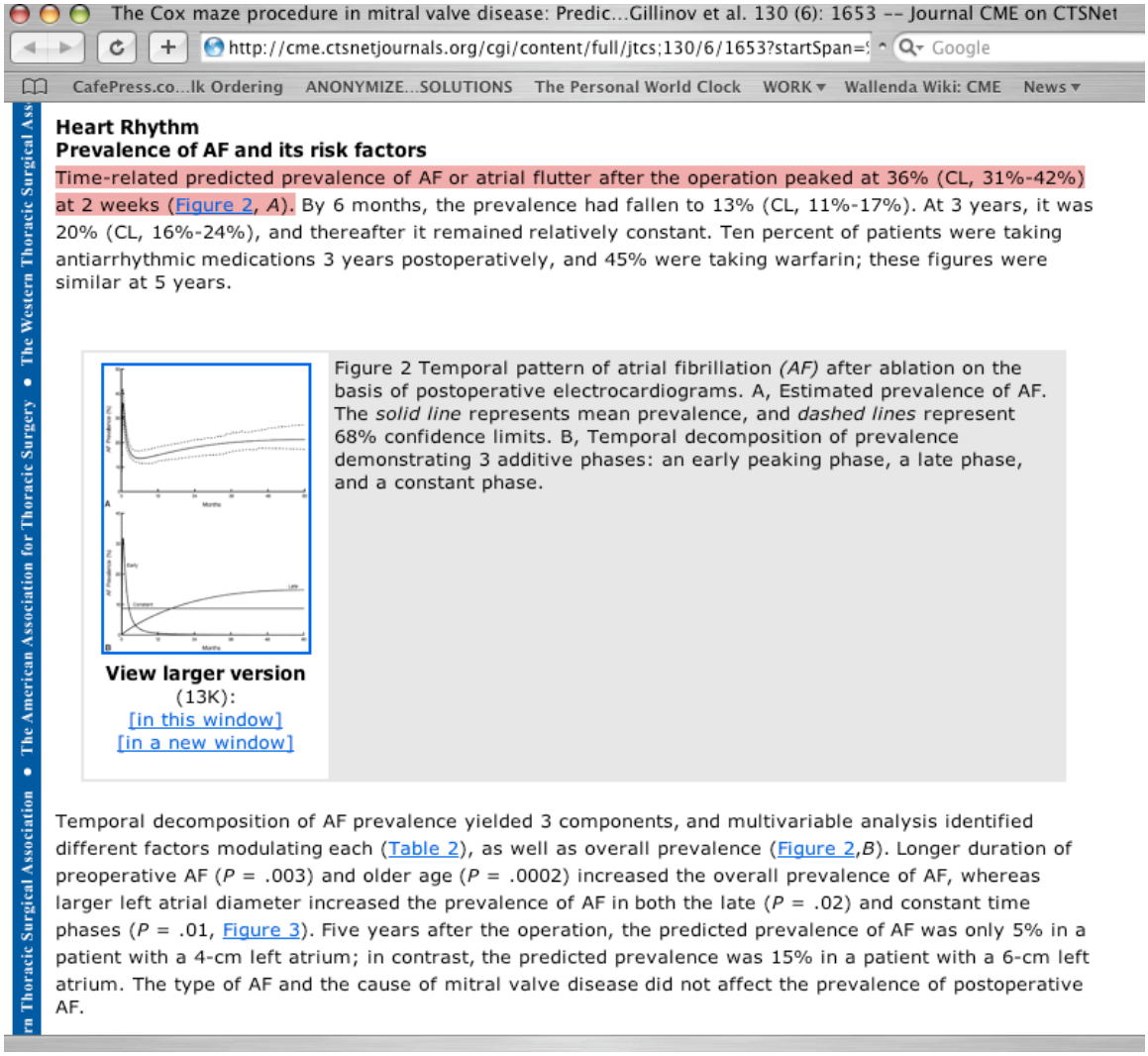
Simple hyperlinks
If you want to link to an image or PDF or another webpage, and that resource is already online somewhere (hosted at HW or not), you can simply make a hyperlink directly to its URL with the tag <linkref>. Again, you have three options for display: submit, pass, or all.

Explanation boxes
There is another tag, called <explanation>, which will show a boxed explanation on the same page as the quiz. This explanation is very similar to the pop-up hint, including the usual display options (submit, passed, all), except that it displays inline on the page instead of opening a pop-up window. These are most often shown after the user has passed a quiz.

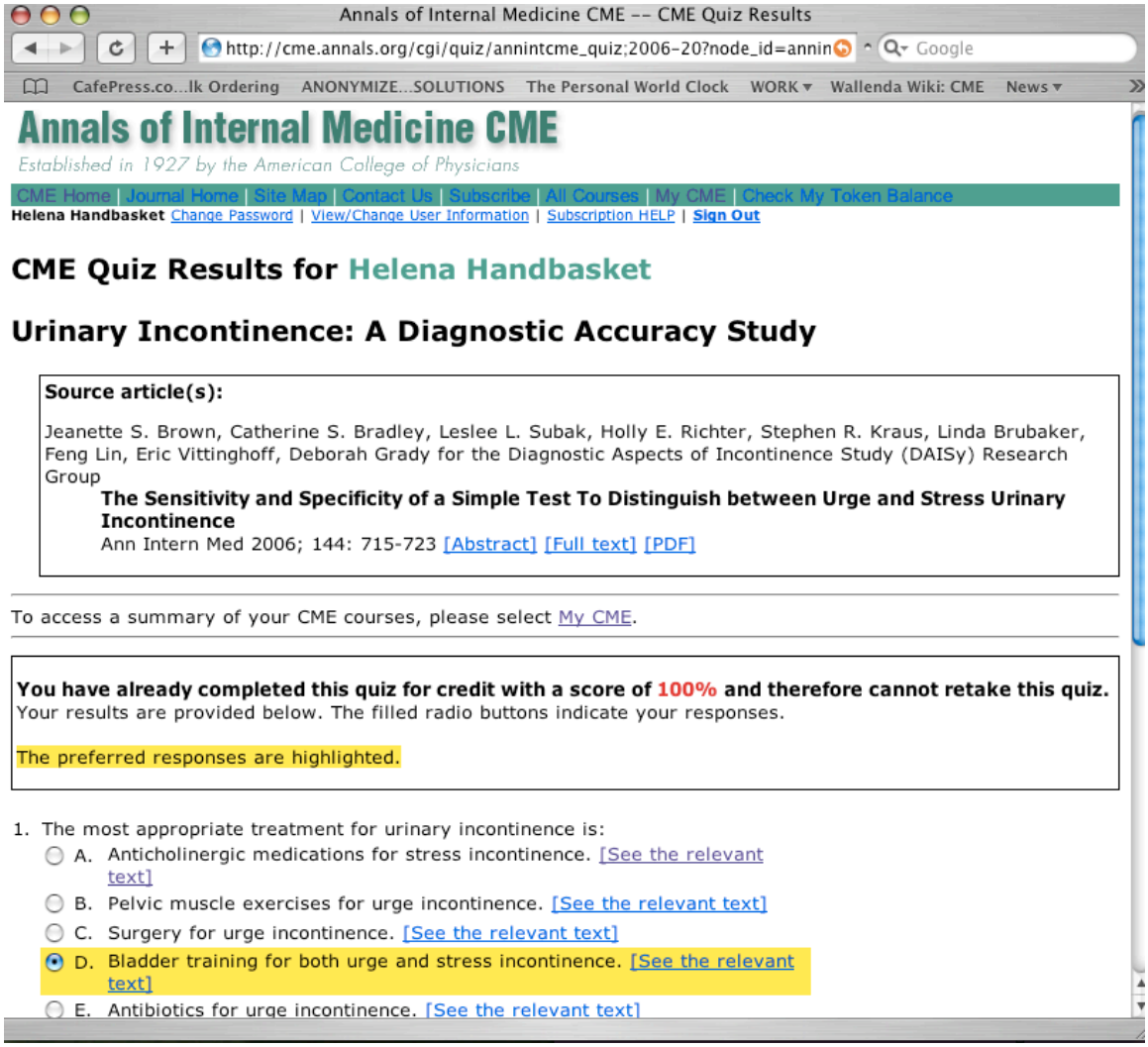
1. Highlighting link example 1.
Example of a highlighting link on the quiz, next to the correct answer. This particular link only shows after the user has passed the minimum threshold of correct answers.



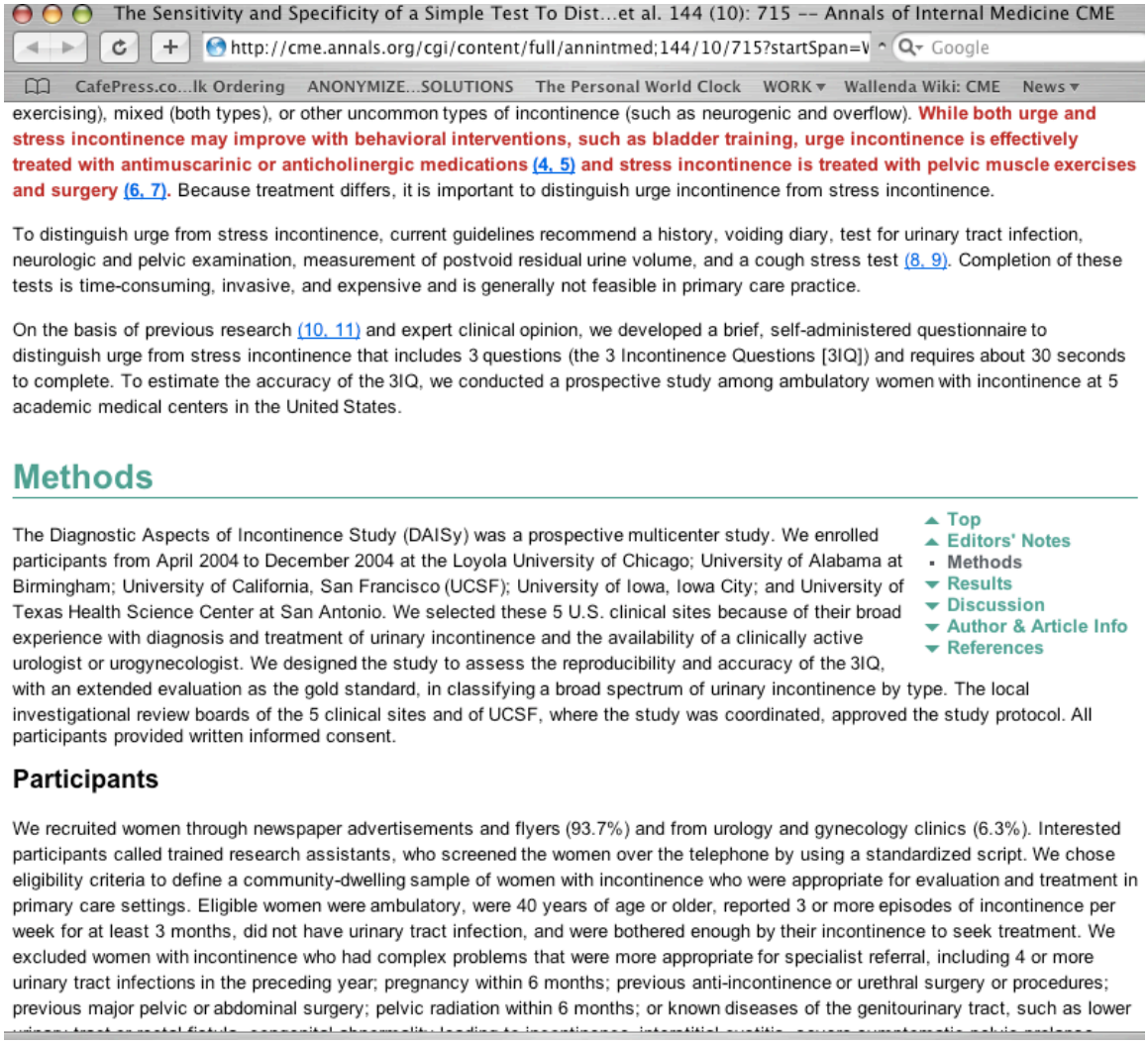
1. Highlighting link example 1, cont.
Here is the new browser window that opens, showing the highlighted portion of text that contains the correct answer.



2. Highlighting link example 2.
In this case, highlighting links were also added on the incorrect answers, to show the user why those choices were incorrect. This is much more labor intensive to create for the author, and for QA.



2. Highlighting link example 2, cont.
Incorrect answer's text passage, highlighted.



exercising), mixed (both types), or other uncommon types of incontinence (such as neurogenic and overflow). **While both urge and stress incontinence may improve with behavioral interventions, such as bladder training, urge incontinence is effectively treated with antimuscarinic or anticholinergic medications (4, 5) and stress incontinence is treated with pelvic muscle exercises and surgery (6, 7).** Because treatment differs, it is important to distinguish urge incontinence from stress incontinence.

To distinguish urge from stress incontinence, current guidelines recommend a history, voiding diary, test for urinary tract infection, neurologic and pelvic examination, measurement of postvoid residual urine volume, and a cough stress test (8, 9). Completion of these tests is time-consuming, invasive, and expensive and is generally not feasible in primary care practice.

On the basis of previous research (10, 11) and expert clinical opinion, we developed a brief, self-administered questionnaire to distinguish urge from stress incontinence that includes 3 questions (the 3 Incontinence Questions [3IQ]) and requires about 30 seconds to complete. To estimate the accuracy of the 3IQ, we conducted a prospective study among ambulatory women with incontinence at 5 academic medical centers in the United States.

Methods

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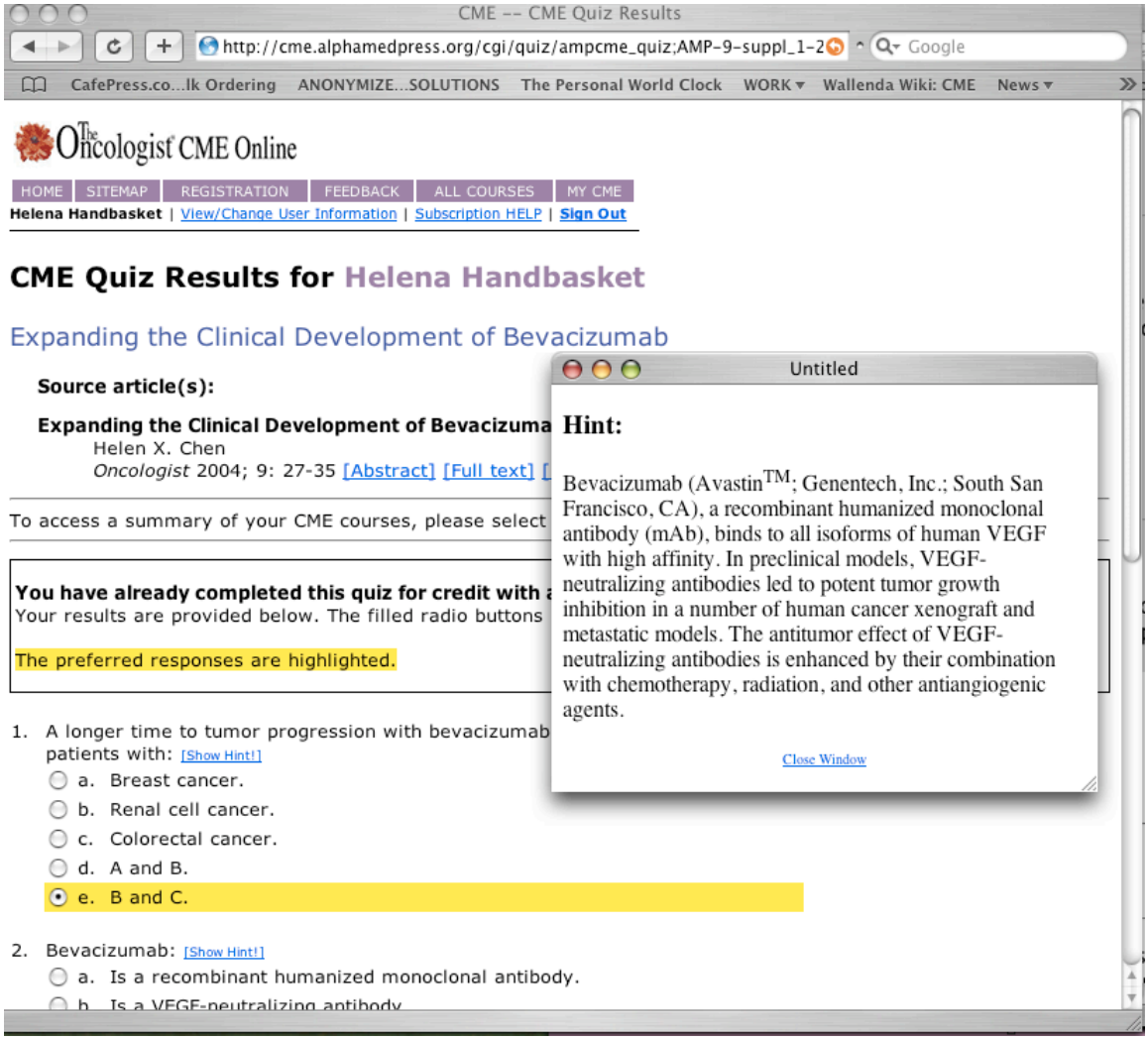
The Diagnostic Aspects of Incontinence Study (DAISy) was a prospective multicenter study. We enrolled participants from April 2004 to December 2004 at the Loyola University of Chicago; University of Alabama at Birmingham; University of California, San Francisco (UCSF); University of Iowa, Iowa City; and University of Texas Health Science Center at San Antonio. We selected these 5 U.S. clinical sites because of their broad experience with diagnosis and treatment of urinary incontinence and the availability of a clinically active urologist or urogynecologist. We designed the study to assess the reproducibility and accuracy of the 3IQ, with an extended evaluation as the gold standard, in classifying a broad spectrum of urinary incontinence by type. The local investigational review boards of the 5 clinical sites and of UCSF, where the study was coordinated, approved the study protocol. All participants provided written informed consent.

Participants

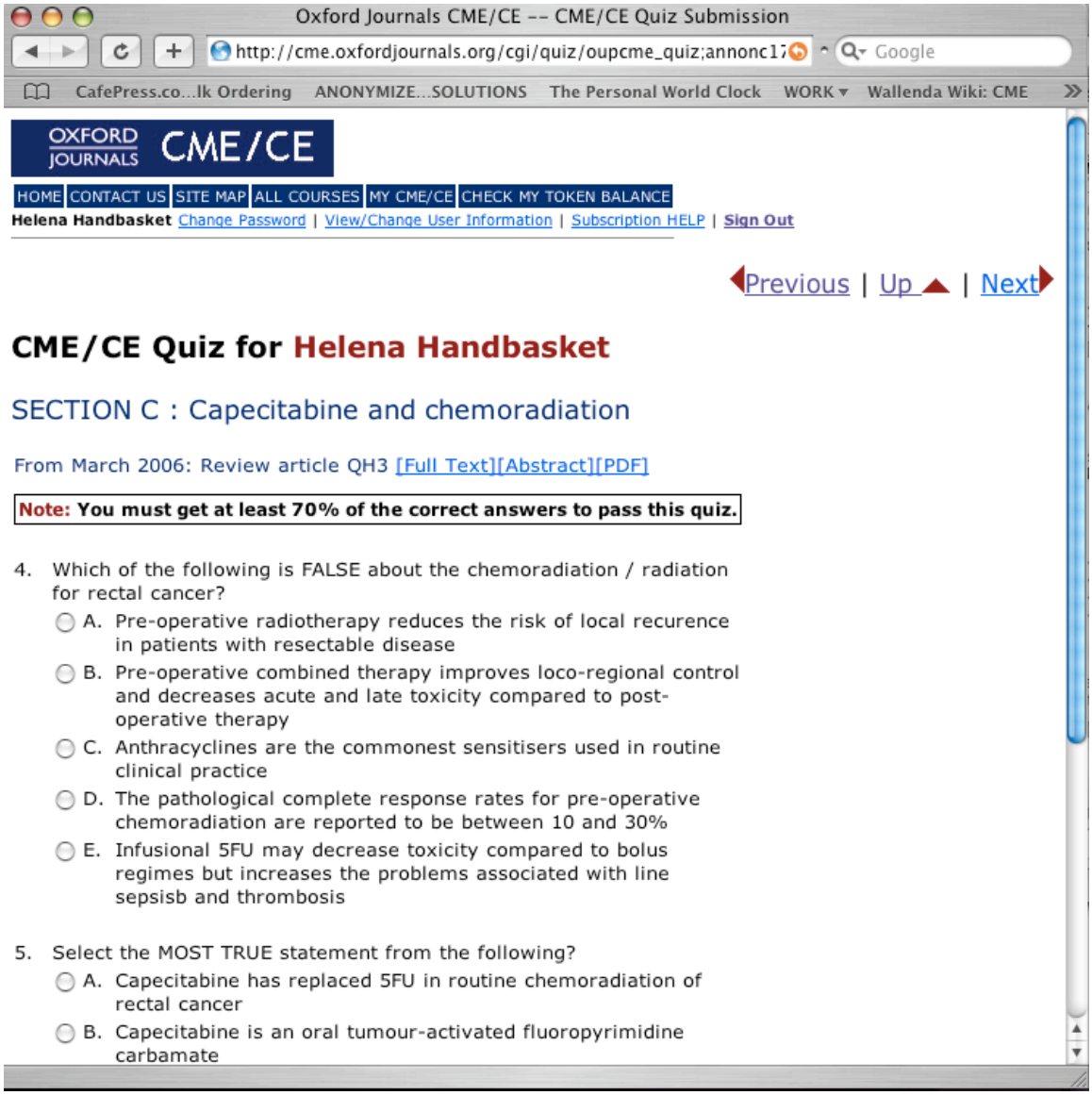
We recruited women through newspaper advertisements and flyers (93.7%) and from urology and gynecology clinics (6.3%). Interested participants called trained research assistants, who screened the women over the telephone by using a standardized script. We chose eligibility criteria to define a community-dwelling sample of women with incontinence who were appropriate for evaluation and treatment in primary care settings. Eligible women were ambulatory, were 40 years of age or older, reported 3 or more episodes of incontinence per week for at least 3 months, did not have urinary tract infection, and were bothered enough by their incontinence to seek treatment. We excluded women with incontinence who had complex problems that were more appropriate for specialist referral, including 4 or more urinary tract infections in the preceding year; pregnancy within 6 months; previous anti-incontinence or urethral surgery or procedures; previous major pelvic or abdominal surgery; pelvic radiation within 6 months; or known diseases of the genitourinary tract, such as lower

3. Pop-up hint example
Here, a javascript window pops up with additional information. This particular link shows before the user submits the test for grading (a true "hint" to help the user pass).

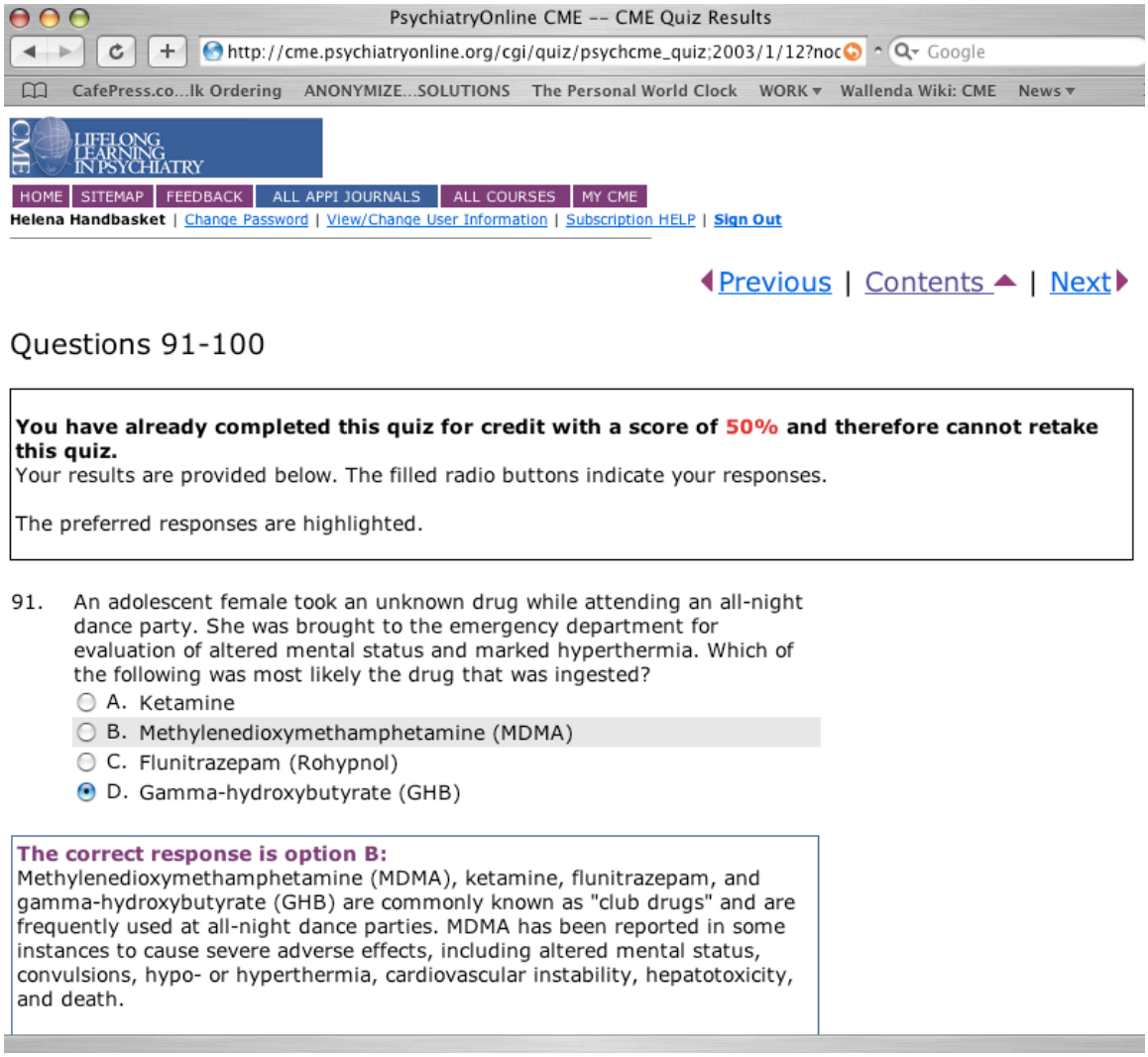


4. Simple hyperlinks

This is a basic HTML link, which can point to any website URL. In this case, the links are to a specific article, without any highlighting.



5. Explanation boxes
These appear underneath the question and its answers. These are used for more exposition after a user has passed the test.



6. Combinations of link types

All four link types can be used in combination with each other, depending on the need and the style of the author, on a course by course basis. Below is an example where highlighting links were combined with explanation box.