

### TOPIC.

Shingles

### AUDIENCE

Individuals 50 years of age and older

### TIME NEEDED

60 minutes

### HEALTHY PEOPLE 2030 OBJECTIVES

- Vaccination – Increase the proportion of adults age 19 years or older who get recommended vaccines – IID-D03

### LEARNING OBJECTIVES

1. At the completion of this lesson, at least 70% of participants who have not received the shingles vaccine will report they intend to get vaccinated against shingles within the next three months on an end-of-class Zoom poll
2. At the completion of this lesson, at least 85% of participants will be able to identify at least 2 symptoms of shingles on an end-of-class Zoom poll.

### MATERIALS NEEDED

- Computer
- Access to the internet
- Access to Zoom with poll questions ready
- Appendix A- Pre-Test/Post-Test Questions
- Power Point slides
- Case study file (to be sent in the chat)
- Deciding on Vaccination Activity worksheet file (optional extension activity; to be sent in the chat)

### PREPARATION

Prior to the session set up a zoom meeting and send out the zoom link to the intended audience. Next, load PowerPoint slides on to the computer, Find and open the case study file and review questions file. Next enter poll questions for evaluating the objectives into Zoom for use at the end of class. If you are using the YouTube video, on a separate tab on your browser, load the YouTube video and let it advance pass the ads. If you are using the guest speaker, ensure they are present and ready to speak after the first activity.

# Shingles: What you need to know!

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## PROCEDURE:

### **1. Introduction**

#### **PowerPoint Slides 1, 2, 3 (4 minutes)**

1. Introduce yourself and say you are going to be discussing shingles today.
2. Slide 2: Say the objectives: “By the end of this lesson, we are hoping that you will learn about shingles, learn about the vaccine for shingles and think about whether it is suitable for you, and be able to list at least two symptoms of shingles.”
3. Slide 3:
  - a. Ask the class what they know about shingles.
  - b. Ask people to raise their hand, wait to be called on, unmute, and respond with what they know. Get as many people as you can to respond; a minimum of five unique responses should be obtained.
  - c. Tell the class you will be discussing what shingles is, how it is treated, and about the vaccine.

### **2. Activity 1: Lecture on the Definition & Risk Factors of Shingles**

#### **PowerPoint Slide 4,5,6,7 & 8 (10 minutes)**

1. Advance through the presentation while discussing the content on the slide.
  - a. Slide 5: State the definition of shingles.
    - i. Say: “Shingles is an outbreak of rashes or blisters on your skin caused by the same virus that causes chickenpox. If you’ve had chicken pox before, the virus that causes it will live inside of you for the rest of your life, but without causing any symptoms. As you age though, your immune system weakens, and the virus can reemerge.
  - b. Slide 6: State the risk factors for shingles.
    - i. Risk factors for shingles include age, having a weakened immune system, having cancer, having an HIV infection, being exposed to too much sun, or taking medications related to an organ transplant (immunosuppressive therapy).
    - ii. Say: “Your risk of getting shingles increases with age. People over fifty are at increased risk compared to people who are younger. Additionally, people with a weakened immune system, even if it's weakened only temporarily by stress or a cold, are at a greater risk. Having cancer, an HIV infection, too much sun, or taking drugs that suppress your immune system can also increase your risk. As shingles is a reactivation of the chickenpox virus, having had chicken pox in your life is also a significant risk factor for shingles.”
  - c. Slide 7: State the possible complications of shingles:
    - i. Most people recover without any complications
    - ii. Some people experience persistent pain called postherpetic neuralgia at the site where their rash was.

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- iii. Some people may experience a loss of hearing or vision depending on where the shingles occurs.
  - iv. Say: “While most people recover from shingles without suffering any complications, some people experience persistent, chronic pain called post herpetic neuralgia at the site their rash was. Some people may experience a loss of hearing or vision depending on where the shingles rash appears.”
- d. Slide 8: Once you reach slide 8, ask the class if they have any questions. Then, ask the review questions on the slide. Have students respond in the chat.
- i. Ask “What is shingles?” and wait for a student to respond with the correct response.
  - ii. Shingles is an outbreak of rash or blisters on the skin caused by the same virus that causes chicken pox.
  - iii. Ask “What risk factors of shingles were most surprising to you?” and wait for 2-3 students to respond
  - iv. Ask “What would you say to someone who is 60 and has cancer about shingles?” and wait for 2-3 students to respond

Before proceeding to activity 2, ask the students what questions they have.

### 3. *Activity 2: The Experience of Shingles & A Video or Guest Speaker*

PowerPoint Slide 9,10,11,12 (15 minutes)

1. If you have prepared a guest speaker, have them speak about their experience with shingles for 5 minutes (Slide 11)
2. If you do not have a guest speaker, show this video “What is Shingles?” :  
<https://youtu.be/DmLDRpy2mQU>.
  - a. Video discusses what shingles is, the symptoms of shingles, and relates the experience of shingles from someone who had it previously.
3. Slide 11: Present the questions for this activity to the class. Have the class raise their hand and then, when recognized, unmute to respond. Get 2-3 responses for each question.
  - a. What did the speaker say shingles was like?
  - b. How did the speaker’s experiences align with what you already learned about the symptoms of shingles?
  - c. What do you think is necessary to prevent the symptoms of shingles the speaker mentioned?
4. Slide 12: Repeat the symptoms of shingles for the class.
  - a. Say: “We’re going to repeat the symptoms of shingles one more time.”
  - b. Start listing the symptoms one by one; say: “The symptoms of shingles usually include burning/ shooting pain along with tingling/ itching; usually on one side of the body, rash with blisters will develop as a stripe around one side of your body or face; fever, a headache, chills, and an upset stomach can also sometimes develop”
5. End the discussion by asking the class what questions they have.
  - a. Say: “What questions do you have?”

### 4. *Activity 3: Case Study & Resources Search*

PowerPoint Slides 13,14, 15 16 & 17 (20 minutes)

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1. Slide 14: Tell the students about how shingles is treated.
  - a. Start off by letting them know “there is **NO CURE**”
  - b. Say: “Antiviral medication, which has to be taken within 3 days of getting the rash, can help lessen the severity of shingles and can help prevent complications”
  - c. Say: “To further help individuals with pain a medication like Tylenol or Motrin can be taken, and a cool washcloth, calamine lotion, and/ or oatmeal baths can be used to relieve itching”
2. Slide 15: Tell the students about the shingles vaccine.
  - a. Say: “Getting vaccinated is the only way to prevent shingles and other complications from occurring”
  - b. Say: “The vaccine for shingles is known as Shingrix and it is recommended for healthy adults aged 50 and above. Shingrix is the only vaccine available in the United States as Zostavax is not offered anymore.”
  - c. Say: “People should get vaccinated even if they are not aware if they have had chickenpox or not, they have received the Zostavax vaccine, or if they have had shingles before.”
    - i. The Zostavax vaccine is not as effective as Shingrix. It is reported to only have a 50-64% effective rate in adults aged 50-70 years old compared to Shingrix which is at 97%. The Zostavax has even a lower effectiveness rate in adults over 70. Additionally, Zostavax is no longer available in the United States.
  - d. Say: “The two doses for Shingrix are given 2 - 6 months apart”
3. Slide 16: Send the case study document in the chat and tell participants to open up the case study sent out to them. Show them the case study presented on the slide, ask them to read it, and then present the questions to be answered
  - a. Read the case study out to them:
    - i. Say: “A 60-year woman named Denise was heading out to the grocery shop when she noticed a rash on her neck. At first she did not think much of it. Later at night, the rash got worse causing Denise to have shooting pain in her neck, as well as burning and tingling. The rash continued to spread to her arms throughout the next day and Denise presented with flu like symptoms.”
4. Split the class into breakout rooms of 3-4 people to work on the case study. Ensure all students have the case study before going into breakout rooms.
5. After 5 minutes, close the breakout rooms and have students answer the case study questions by responding in the chat:
  - i. Based on the case study above, what are two symptoms of shingles s present?
  - ii. What can they do to make her symptoms less painful?
  - iii. What can they do to prevent having shingles again in the future?
- b. Wait for at least 2-3 students to answer each question in the chat, and add any answers they missed
- c. Once that is done, tell them to individually search for resources around them (in their zip code) that could help them get vaccinated or get treated for shingles for 5 minutes

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- i. Students can do this by using Google or a similar search engine to search for shingles vaccine providers or primary care providers/ urgent care clinics who can treat shingles.
  - d. Get 2 students to give one resource they found that could help
6. Slide 17: Once students give examples of resources, give them a list of other resources that can help them.
- a. Resources: Pennsylvania Hospital, Thomas Jefferson University Hospital, Girard Medical Center, Hospital of the University of Pennsylvania, Penn Presbyterian, Temple University Hospital, & Einstein Hospital, many pharmacies

## 5. Conclusion

### PowerPoint Slide 18,19 (8 minutes)

1. Slide 18: Go over the review questions to end the session; tell students to respond in the chat and wait for at least 2-3 to respond to each question before moving to the next question:
  - a. Say: “What are some symptoms of shingles?”
  - b. Say: “What did you learn about shingles that was unexpected?”
  - c. Say: “If you were to have any symptoms of shingles, what would you do?”
    - i. Emphasize seeking medical attention within 3 days of developing a rash related to shingles to begin antiviral medication. If a student mentions it, emphasize it. If no student mentions it, lead them to the answer.
2. Slide 19: Summarize some main points of the lesson:
  - a. Definition of shingles: Shingles is an outbreak of rash or blisters on the skin caused by the same virus as chickenpox.
  - b. Treatment for shingles: Shingles cannot be cured, but antiviral medications taken within 3 days of the onset of symptoms can help relieve them.
  - c. Vaccine: Shingrix is the only vaccine against shingles used in the United States and can prevent shingles.
  - d. Say: “Shingles is an outbreak of rash or blisters on the skin caused by the same virus as chickenpox. It cannot be completely “cured,” but antiviral medications can help relieve symptoms and shorten the length of time you are experiencing symptoms. These antiviral medications must be started within 3 days of getting the rash, however. The shingles vaccine, Shingrix, is the only way of preventing shingles though and should be taken if you are healthy.”
3. Slide 20: After going through the review, send the poll you prepared with the questions below to the class to evaluate your objectives.
  - a. Question 1: Do you intend to get the Shingles vaccines in the next 3 months?
    - i. Yes
    - ii. No
    - iii. I am not sure
    - iv. I have already received it
  - b. Question 2: From the following, select the symptoms of shingles
    - i. Burning & shooting pain
    - ii. Tingling & Itching

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- iii. Fever & Headaches
- iv. Rashes with blisters
4. To end the lesson, ask “what questions do you all have?” and, after answering any questions, ask “We’d love to hear any comments or feedback you have on this class! Just send us a private message in the chat.”
5. Slide 21: Present the references as additional resources for information the participants can access.
  - a. Say: “Thanks for attending our class on shingles. If you want to learn more, these are the sources we used while creating this lesson and you can access them anytime.”

### Lesson Extension: Deciding on Vaccination Activity (optional)

1. Send each student a copy of the Deciding on Vaccination Activity worksheet in the chat.
2. Have each student open the worksheet from the chat box.
3. Give instructions for the activity:
  - a. Instructions as they appear: “While the shingles vaccine is recommended for every healthy adult over the age of fifty, it is up to each adult to decide whether they want to get vaccinated. In this activity, you will write about the factors influencing your decision to get vaccinated.”
  - b. Say the instructions as they appear, then say: “The goal of this activity is to help you explore how you feel about shingles and the shingles vaccine and encourage you to look at and consider different sources of information before making a decision on whether to get vaccinated.”
4. Have students work individually on the first two questions for ten minutes. After ten minutes, have students volunteer (by raising their hand) to share their answers for question two. Aim to have two to three volunteers. As students give their sources, be sure to correct any incorrect information given by sources the students find and mention.
5. After two to three volunteers share their sources, have the students independently answer question 3.
6. After five minutes, read question 4 to the students
  - a. Say: “Question four says: If you want to get vaccinated against shingles, list a goal that would help you find and/ or receive the shingles vaccine. Include when you plan to accomplish your goal. An example goal is: “I will call my doctor on Monday to make an appointment to get the shingles vaccine.” If you do not want to get vaccinated, skip this question.
  - b. Tell students you can help them set goals if they need it; say they can message you in the chat.
7. After five minutes, ask if anyone would like to share their goals. Tell students to raise their hand and unmute themselves when recognized if they want to share their goal.

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## Case Study Worksheet Suggested Answers

*Review the scenario listed below and then, with the other members of your breakout room, answer the questions.*

A 60 year woman named Dennis was heading out to the grocery shop when she noticed a rash on her neck. At first she did not think much of it. Later at night, the rash got worse, causing Dennis to have shooting pain in her neck, as well as burning and tingling sensations. The rash continued to spread to her arms throughout the next day and Dennis got a headache, fever, and an upset stomach.

1. Based on the case study above, what are two symptoms of shingles Dennis is presenting with?

Shooting pain, burning, and tingling, rash, headache, fever, upset stomach

2. What can Dennis do to make her symptoms less painful?

Antiviral medication, pain relief medications (tylenol, motrin), cool washcloth, calamine lotion, and/or oatmeal baths to relieve the itching

3. What could Dennis have done to prevent shingles?

Get vaccinated with Shingrix

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## Case Study Worksheet

*Review the scenario listed below and then, with the other members of your breakout room, answer the questions.*

A 60 year woman named Dennis was heading out to the grocery shop when she noticed a rash on her neck. At first she did not think much of it. Later at night, the rash got worse, causing Dennis to have shooting pain in her neck, as well as burning and tingling sensations. The rash continued to spread to her arms throughout the next day and Dennis got a headache, fever, and an upset stomach.

1. Based on the case study above, what are two symptoms of shingles Dennis is presenting with?
2. What can Dennis do to make her symptoms less painful?
3. What could Dennis have done to prevent shingles?



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## Deciding on Vaccination Activity

*While the shingles vaccine is recommended for every healthy adult over the age of fifty, it is up to each adult to decide whether they want to get vaccinated. In this activity, you will write about the factors influencing your decision to get vaccinated.*

1. Before looking at other sources, describe what you currently know and how you currently feel about shingles and the shingles vaccine.
2. Find at least one website, news/ magazine article, or journal article that supports shingles vaccination or lists benefits of the shingles vaccine and one that does not support shingles vaccination or that lists negative consequences of the shingles vaccine. Write about why each source takes the position it does.
3. Consider your own personal beliefs and what you know about shingles along with the information you found in the previous question. Describe the factors shaping your decision to get or not get the vaccine for shingles.
4. If you want to get vaccinated against shingles, list a goal that would help you find and/ or receive the shingles vaccine. Include when you plan to accomplish your goal. An example goal is: "I will call my doctor on Monday to make an appointment to get the shingles vaccine." If you do not want to get vaccinated, skip this question.

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## References

Centers for Disease Control and Prevention. (n.d.). *Shingles vaccination*.

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