

DISCUSSION / VIEWER GUIDE



is a comprehensive media campaign to help parents and community leaders understand vaccines are safe, important to community health and save millions of lives annually.

The project centers on a **documentary** with distribution beginning July of 2021. This program educates parents and community leaders but also **includes simple video tools for doctors, health professionals and school officials to use when explaining vaccine issues and concerns.**

Underwriters for the project

Presbyterian Healthcare Services,
STChealth LLC,
The City of Albuquerque,
SafeTeen New Mexico.

With additional support by

New Mexico Hospital Association,
American Society of Health-System Pharmacists,
Melanie and Todd Watkins,
Rear Admiral Pamela Schweitzer, USPHS (ret) and Mr. Paul Schweitzer,
The Rotary Club of Albuquerque
American Association of Colleges of Pharmacy,
National Alliance of State Pharmacy Associations,
American Pharmacists Association Foundation,
Pharmacists Public Health Initiative,
National Community Pharmacists Association,
Western Sky Community Care,
State Farm Insurance,
Blue Cross and Blue Shield of New Mexico

And

New Mexico Association of Counties, Dr. Melissa Martinez and Mr. Mario Martinez,
Immunization Practices Advisory Council and the New Mexico Pediatric Society.

Thank you for your interest in the “**Vaccination from the Misinformation Virus**” Discussion/Viewing Guide. We are excited to present this program with the goal of empowering and supporting families and community leaders to make healthy decisions regarding lifelong vaccinations.

As the title indicates, with so much misinformation in the media (social and otherwise), we’re hopeful that this will be a way to “vaccinate” yourself, your family and your community with clear, concise and honest science-based information from leading experts who have spent their lives studying vaccines and viruses. This has been over three years in the making to ensure we get it right.

Enclosed are some ideas for discussion and activities for groups, families and classes. This is intended as a guide and starting point.

You may find it helpful to visit our production website for a script of the program and other resources.

www.themisinformationvirus.com

RESPONSE REQUESTED:

We supply these materials to you free of charge, in the hope that they support your efforts to educate and inform about vaccinations.

We ask in return that you let us know how you are using these materials so we can track the number of participants and the lives affected. A response page can be found at the end of this guide.

On behalf of the entire production team, we thank you for taking the time to make a difference and save lives.

Sincerely,



Chris Schueler, Producer/Director
Vaccination from the Misinformation Virus
Christopher Productions, LLC

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VACCINES and PROJECT OVERVIEW

In 2017, I had lunch with Dr. Walter Dehority, an infectious disease doctor at the University of New Mexico Health Sciences Center. He told me his students had just completed a study of the portrayal of vaccines in movies and television over the past several decades. While Errol Flynn (look him up) many years ago portrayed a doctor who saved the community by inventing a vaccine, more recent portrayals almost always show vaccines turning you in to zombies or werewolves. Thus, misinformation and fear has led us to a very polarized world regarding vaccination science as a whole.

Dr. Dehority introduced me to Todd Watkins, President of STChealth whose work revolves around disseminating honest, factual science based information about vaccines. Todd in turn introduced me to Dr. Pamela Schweitzer, former Assistant US Surgeon General. And those three have formed a core team to help create our project.

I've asked them to give you their perspectives about vaccines in the following three essays. Feel free to use them in your group discussion about the project and/or about vaccines in general.

Chris Schueler, Producer/Director

VACCINATIONS SAVE LIVES

Walter Dehority, M.D., MSc. Pediatric Infectious Diseases
University of New Mexico Health Sciences Center

Immunization may be the single greatest advancement in the history of public health.

Prior to the development of effective vaccines, smallpox killed an estimated 300 million people in the 20th century alone. Now, thanks to a vaccine, this disease is eradicated.

In the early 20th century, nearly 6,000 people died from measles each year in the United States, with up to 4 million infections annually. Following development of an effective measles vaccine, this disease no longer resides in the United States.

Prior to the polio vaccine, up to 16,000 Americans every year were paralyzed from the disease. After the polio vaccine, the virus was eliminated from the U.S. by 1979.

Other less familiar diseases were scourges in the early 20th century as well (such as diphtheria, which affected nearly 150,000 people each year, killing 13,000). Now,

many of us have never even seen or heard of these infections. We continue to see the benefits of immunization into the 21st century, as vaccines help keep many of these diseases at bay.

And, in perhaps the greatest vaccine achievement since the eradication of smallpox, a remarkably successful and safe vaccine for the SARS-CoV-2 virus was developed in less than a year, and is already helping to turn the tide in the battle against COVID-19.

If 2020 has taught us anything, it is that infectious diseases continue to present a grave danger to our society. Thankfully, vaccines remain a powerful ally in our ongoing fight against these microbes.

AN OUNCE OF PREVENTION

Todd Watkins, President STChealth

When fires were threatening Philadelphia in 1736, Benjamin Franklin famously quipped “*An ounce of prevention is worth a pound of cure.*” His message was that preventing fires is much better than fighting them. Franklin’s famous quote is especially applicable to vaccine preventable diseases (VPDs). The healthcare systems across the world including here in the United States spend hundreds of billions of dollars treating patients with often life-threatening diseases that are totally preventable by vaccines. The cost to develop, distribute and administer a vaccine is a fraction of the cost to treat someone with the disease the vaccination is designed to prevent. The bottom line... people get sick and die from diseases they have no reason to get sick and die from if the population at large would be vigilant about getting their vaccines.

In the early 1990s, childhood vaccination coverage rates were hovering just below 70%. Kids of all ages were getting sick – very sick – from vaccine preventable diseases (VPDs). Schools were incubators for the spread of these diseases as infection rates of illnesses such as measles, mumps, and pertussis (whooping cough) steadily increased. The CDC working with state public health immunization programs and non-governmental organizations (NGOs) put a laser focus on solving this problem. Population-based immunization registries were created, the Vaccines for Children (VFC) program was launched, and educational public address announcements became ubiquitous across the country.

By the year 2000, childhood vaccination rates for these and other VPDs topped 90% nationwide, and the US obtained eradication status of measles recording zero cases that year.

Over the next decade, immunization initiatives grew rapidly to include adults and seniors. New vaccines were introduced to eliminate or mitigate all sorts of infectious

diseases. Again, the results were undeniable as rates of infection continued to drop across all cohorts and across a host of diseases that now had a vaccine.

And then around 2010 the misinformation virus infected our country and the world. Cases of VPDs started to climb. The US came dangerously close to losing its eradication status of measles in 2019 recording over 1,200 cases that year. Mumps and pertussis were on the rise again. Less than half of Americans receive an annual flu shot that, according to the CDC, results in 9.3M – 45M illnesses, 140k – 810k hospitalizations and 12,000 – 16,000 deaths each year.

There are many other examples and scientific studies being done on the impact of the misinformation virus. A growing number of people of all ages, ethnicities, races, and political beliefs have become vaccine hesitant due in large part to the misinformation virus. This documentary assembles experts from across the country to address this critical issue and to set the record straight.

RELIABLE INFORMATION

RADM (ret) **Pamela Schweitzer, Pharm.D.**

Former Assistant Surgeon General

Vaccinations play a major role in the success of public health efforts within our communities. Vaccines prevent the spread of contagious, dangerous, and deadly diseases, including measles, polio, mumps, chicken pox, whooping cough, diphtheria, and Human Papillomavirus (HPV).

With the explosion of websites and social media platforms, it is vital for communities to have credible information about vaccines to counter the prolific misinformation and disinformation.

For reliable information about vaccines, we depend on medical experts in this field – those with the appropriate credentials who are doing the research including, virologists, immunologists, epidemiologists, and infectious disease specialists. These experts review the scientific evidence behind the information and determine whether it is valid. This peer-reviewed process significantly increases credibility.

A trusted healthcare provider can help interpret these peer-reviewed studies, address concerns, worries and expectations and be an honest source for accurate information about vaccines.

This documentary and its supporting materials is intended to start an honest conversation about vaccines by using factual and science-based information.



OUR PROJECT
Chris Schueler, MA
Producer/Director

During 2020, as Covid 19 spread throughout the world, Americans became increasingly politicized as to its reach, scope and effects. Vaccinations for this, and other diseases, became flashpoints in communities across the country. However; the pandemic offered an opportunity for the health community to educate and engage citizens. With a focus on vaccination, we have used this moment to increase understanding for ALL vaccines. Hopes to slow Covid hinge on peoples understanding of and willingness to become vaccinated. And that understanding and willingness will carry over to other vaccines.

This program not only educates citizens through a documentary but also includes short video tools for health professionals and school officials to use when explaining these issues in order to create vaccine confidence. The project centers on a broadcast documentary with initial distribution during the Summer of 2021 and addresses specific public concerns around vaccines addressed by trusted sources and experts from diverse communities.

The long-term value of vaccinations has been scientifically proven and accepted by the vast majority of the scientific and medical community. Research is clear regarding the use, safety and success of vaccines. This program, very powerfully shows the development of vaccines, their safety record and the scientific background for recent innovations in speed and efficacy.

With science experts from all cultural and community groups, we examine the science behind virus spread, how vaccines work in the body and what is in vaccines themselves. Through personal stories we explore various cultural and personal concerns about vaccines and how to overcome them. We encourage you to research this issue on your own through trusted sources that include your personal and family healthcare providers for further information.

This project is meant to be a catalyst for discussion regarding the science around vaccines as well as an “inoculation” from the misinformation that occurs primarily through the internet and social media.

Our hope is that you will use this guide and the documentary elements to help your community understand the science and feel comfortable getting vaccinated.

GENERAL INFO

“The medicine that has saved more lives than anything else is vaccines. Not insulin, not antibiotics, not medicines for blood pressure. It's vaccines that have saved the most lives. It's really a remarkable contribution to human health.”

John D. Grabenstein, RPh, PhD
Vaccinologist, Pharmacist, and Epidemiologist.
Immunization Action Coalition

We have been extremely careful in our presentation to give facts and information and to explain as clearly as possible these facts in a forthright and honest manner.

Please read the script and watch the program prior to sharing it with your group or organization. This will make discussion easier and more effective.

THE SCRIPT IS AVAILABLE THROUGH
www.TheMisinformationVirus.com

Please download, read and have available prior to viewing program.

This guide includes discussion and activity ideas for involving various kinds and ages of groups. **Further information and a complete list of additional resources are included at the end of this guide.** We hope this is just the beginning, and that together we can make an important difference in our communities and in the lives of our children.

V I E W I N G S U G G E S T I O N S

- **Provide additional information and instruction.**

The information and stories in “Vaccination from the Misinformation Virus” are presented in a style that serves as a catalyst for thoughtful discussion. It is assumed by the creators of the program that more in-depth information and instruction will be provided by the group leader or teacher. Some of this information can be found in the resource section of this guide.

- **Discuss the content before watching the show.**

Many people today are exposed regularly to situations in which they must make difficult decisions about their own health as well as that of their friends and peers. Most likely, they’re struggling to balance personal beliefs and social pressures in order to make good decisions. Briefly discuss the content before watching the show in order to make the discussion after the show more effective. For younger groups, discuss the difference between a documentary (real people) and a fictional movie (created script) and how this is the former, not the latter.

- **Set ground rules prior to viewing.**

Teachers or group leaders need to be prepared to offset disruptions in a respectful and thoughtful manner. Talk to your group ahead of time and agree on appropriate behavior during the viewing and the discussion. This should include **no talking or asking questions** until the show is concluded. You should also supply or **have available paper and pens or pencils** so that viewers can **jot down ideas and questions during the viewing for later discussion**.

- **Use “Discussion and Activities” for your particular group.**

There are many ways to encourage open discussion. Since the need for facilitation and supervision will vary among ages and groups, more age-specific suggestions are given on the following pages.

P R I O R T O V I E W I N G

Leaders / Instructors: Please keep in mind that this guide contains discussion questions that may cause uncomfortable feelings and emotions to surface for some participants due to personal experience or other reasons. If possible you should have at least one and perhaps more experts on the subject matter available.

Have resource information readily accessible, including the script for the program, and discuss only those questions that you feel comfortable handling.

LEADERS: PRIOR TO SHOWING THE DOCUMENTARY

1. Be certain to preview the video and read through this guide.
2. Gather and have available print resources (reference resources list at the end of this guide).
3. Download and read the script of the video.
4. Determine how much time you will have and what the discussion goal will be.
5. If you can, ask a trained expert to assist with the discussion (ideally a health professional; a nurse, pharmacist, doctor or other professional).
6. Use clear guidelines. Avoid general, unstructured discussion.
7. Allow enough time to discuss the topics after the viewing.
8. Discuss only those questions that you feel comfortable handling (you can always say that you don't know an answer and guide people to local healthcare professionals).

PRIOR TO VIEWING: Go over the following with your group:

1. Explain this is about truth and facts regarding vaccines.
2. **Ask that all cell phones are muted.**
3. Be sure everyone has pen and paper and encourage them to jot down notes, ideas, and questions. (perhaps review questions you'll be asking after the show – see "Discussion" Section.)
4. Explain the program is one hour long (or use a particular section of the program) and that a discussion about the program will follow.
5. Explain that the video was created with the help of scientist, doctors and worldwide experts and all the **interviews are with real people, not actors.**
6. Explain that after the program, during discussion, it's important to respect everyone's personal feelings and views.

AFTER VIEWING

Because it is important to protect everyone during the discussion, ask the group **not to use any “hearsay” (things a person may have read on the internet or heard through friends)**. Discussion should revolve around the information referred to by THE EXPERTS IN THE VIDEO.

- 1. Give everyone a few moments to jot down ideas and questions they may have about the information in the documentary.**
- 2. Explain that this is not about telling your own or others stories.**
- 3. Say that this will be a discussion about the facts regarding vaccines.**
- 4. Follow some of the ideas for discussion in this guide or other information you may have already gathered as group leader.**
- 5. Be sure to leave enough time for adequate discussion. If time is short after the viewing (30 minutes or less), you may want to take just one of the discussion topics and leave the rest for later.**

DISCUSSION

High School and College Students

It is important that young people are provided with honest, accurate information to make smart, healthy decisions. All discussions should be conducted with this in mind. Young people will make better decisions if they understand that their actions, or lack thereof, will have consequences.

*Download and print the script from the documentary so you've got it to reference when needed. Also consider having a **health care professional on hand** during the discussion to answer questions.*

Discuss these questions and what the experts in the video said regarding:

- 1) How do viruses spread and do they spread equally fast?
- 2) How did scientists discover vaccines and the idea of vaccination?
- 3) How do vaccines work in the body?
- 4) What are some of the diseases that have been eradicated through vaccination?

Discuss

What concerns do some people have regarding vaccines?
Where do these concerns come from?

Where do you get most of your information regarding healthcare issues?
Why is the internet good / bad regarding healthcare information?
How can we protect ourselves from misinformation?

What was the human lifespan at the turn of the century?
Why has the human lifespan increased?

How long has the mRNA vaccine method been studied?

How long have coronaviruses been affecting mankind?

A C T I V I T I E S

CREATE:

Make a list of misleading information students have seen on social media regarding vaccines, vaccinations and/or viruses.

Divide the class into groups of 3 or 4 and have each group select one of the facts from the list that they've created.

Have the groups select one of the follow ways to illustrate their fact is **misleading and not accurate:**

1. Create short (30 second) film about that information and the reason it's not fully accurate or truthful.
2. Create a poster that shows the truth regarding the information
3. Create a meme that illustrates the truth regarding the information

Create a marketing campaign around telling the truth about vaccines: Check out the materials already created for this project on our website at www.themisinformationvirus.com

If you would like to use and share some of the program information from the documentary, contact Chris@christopherproductions.org who can supply short videos and information for use on social media. You can also view the short videos on the website listed above.

Coordinate with your school to put up posters and attach some of the short videos to the school website and your own social media.

Coordinate a team of students to visit other classes to present a power point using the materials developed above.

Have the students organize a screening and Q&A for the documentary.

DISCUSSION

ADULT GROUPS

With vaccination becoming a more and more polarizing subject, it's important to set ground rules to emphasize respecting other's opinions prior to any discussion with adult groups.

We suggest having a **professional facilitator** running the discussion even in a small group setting. If you are concerned with the group dynamics, you may consider saying that you DO NOT want personal stories or names during the discussion and to ONLY REFER TO PEOPLE IN THE VIDEO.

For larger groups, you might also consider using the Q and A suggestions found in the section SCREENING THE FILM AND Q&A's.

You might start by having someone **read one or more of the essays about the importance of vaccines** from the beginning of this manual.

DISCUSSION QUESTIONS (use only ones that are comfortable for you):

MISINFORMATION DISCUSSION

1. How does social media affect information?
2. How are we ALL manipulated through misinformation?
3. What are ways that we can protect ourselves from misinformation?
4. Use the Facts and Opinions section of this guide to discuss the difference between the two.
5. What are the best sources for honest information?

VACCINES AND VIRUS DISCUSSION

1. How are viruses spread?
2. How do vaccines work?
3. Why are there so many different kinds of vaccines?
4. Why are there concerns over using vaccines?
5. How can we inform ourselves with truthful/honest science?
6. How can you initiate a discussion about this with your family / kids?

A C T I V I T I E S

ADULT GROUPS

- Pick a date and time to talk with your children and family about this program or a time to watch it with them. You can view the film on line for free through the project website: themisinformationvirus.com
- Meet with school or church officials and discuss showing the video in appropriate settings. (If you need to download the film, contact chris@christopherproductions.org for a link)
- Create an event for youth in your area to watch the film and then create social media posts that counter misinformation regarding vaccines.

Consider making an appointment to meet with your local legislator to discuss vaccination in your community and ways to increase use of vaccines to help keep the community safe.

If you would like to share some of the program information from the documentary, send people to theMisinformationVirus.com where they can view the short videos and information for use on social media.

Q & A Panels

SCREENING THE FILM AND PANEL DISCUSSION

There are many ways to do a screening for the film from very informal to a huge gala event. Your screening type is determined by the goals for the event: 1) Raise awareness, 2) Create more media coverage, 3) Highlight and honor underwriters, 4) Address community concerns, etc. Depending on your partners for the project, it's usually possible to get a venue donated. It's always ideal to involve partners in the creation of the event (help with information tables, panelists, venue, reception, etc.).

Question and Answer panels following the screening of the film are a great way to engage the audience in discussion and answer any questions they have regarding the content and information in the film.

The following is a quick check list to help organize a screening and panel discussion:

TECHNICAL ASPECTS:

Be sure you've **checked the audio** that will be used just prior to the audience arriving for the screening. (size of venue determines audio).

Check the sound of the film (roll the open sequence) to be sure it works on the venue system (see if the video looks good as well).

Check the sound for the microphones that will be used after.

If the venue says that the audio will be fine, be sure to have them turn it on and show you how it sounds before the audience arrives.

Questions of concern:

- 1) Is there a mic for each panelist or do they share (hand the mic to each person – not preferred but doable)?
- 2) Is there a separate mic for the host?
- 3) Is the lighting appropriate to show the panelists and the host?
- 4) How will the lighting transition work between the end of film and the panel discussion? You may want to bring the house lights to half for the panel discussion.

STEPS TO CREATING THE PANEL DISCUSSION

Decide the role of the panel and the goal of the Q&A.

- Giving information about local vaccination opportunities?
- Informing the audience of local experts and information?
- Increase vaccine confidence by answering concerns?
- Addressing a local issue regarding vaccines/distribution/access/ other issues?

BASED ON THE GOAL OF THE Q&A AND ROLE OF THE PANEL

Confirm panelist:

Ideally **local health experts** (doctors, nurses, pharmacists) that have infectious disease experience and enjoy public discussion and outreach.

The number of panelist should be decided based on the time available for the panel discussion. For a 30-minute panel we recommend no more than three panelists (**approximately 10 minutes per panelist** is a good rule of thumb).

Each panelist should have a different area of expertise.

Let the panelists know their role, the panel goal and timeline.

Ask each panelist, prior to the event, *what they would like to be asked about the topic* (for host/emcee to use in case of audience lack of questions)

Confirm a host:

This should be someone comfortable in front of an audience who will introduce the panelist, read the questions and wrap up the event. We recommend a local news person or dignitary that enjoys doing this kind of event (and won't "take over" the conversation).

This person should just introduce and move the program along – not give advice or comments about information. They are not the expert. If they ARE an expert, put them on the panel. You need someone to run the show and keep the timeline intact.

Give the host a run down and inform them about the time line.

Collecting Questions:

We highly recommend collecting questions in a written form from the audience. The is to eliminate the possibility of someone taking over the conversation with their "question" during a "live" ask. This also allows the Emcee/Host (or a helper) to look at the questions prior to them being asked and organize them in a meaningful manner.

There are several ways to do this depending on your situation:

- Give audience members a small note card and pen when they arrive.
- Have a basket at the entrance with cards and pens and a sign that says "Write a question for our experts".
- Have the host or emcee ask the audience after the film if they have a question to raise a hand and have ushers hand them a card and pen. In this case have the usher stay with the person and collect the question right away.

CREATING A RUN DOWN

This is the time line for the screening and after the film and should be shared with the host and panelists prior to the event.

SAMPLE RUN DOWN (20 min pre show, 60 min film, 30-minute Q&A):

20 min to screening: Doors Open

15 min to screening: Host Welcomes everyone, introduces dignitaries, and Acknowledges Underwriters: Could have them stand or bring them to the stage for a gift. If there is a MAJOR underwriter, perhaps allow them to speak.

JUST PRIOR TO THE SCREENING: Host introduces the film (or introduces someone to introduce the film; Mayor, Governor, Producer).

FILM ENDS Depending on the time, you might want to add a quick 10 min bathroom break which also allow folks to leave if they like.

2:00 min: **Host thanks filmmakers. Asks panelist to come up.**

As panelists come up, host reminds audience of question cards, explains that the Q&A will last XXX minutes, any local announcements – location of services, etc. Ideally have panelists back stage and ready to go.

2:00 min: **Host introduces panelists** (very brief intro for each one)

6:00 min: **Panelists OPENING remarks**

(2 min each focused on their expertise, concerns for the community)

15:00 min: **Questions from audience.** Host should have several questions already created for each panelist. These should be discussed with panelists prior to the event “what would you like to be asked?” This is a back-up in case questions from the audience are not forthcoming.

You should have someone assigned to go through the audience questions **prior to handing them to the host** so there are no duplicates and they are clear and on topic.

3:00 min: **Panelists CLOSING remarks**

(1 min each focused on their hopes for the community)

1:00 min: **Host thanks all and gives any final information**

(broadcast date for film / where to see or share the film / etc.)

F A C T S a n d O P I N I O N S

Use these to discuss the difference between FACT and OPINION.

“Falsehood flies and the truth comes limping after, so that when men come to be undeceived, it is too late; the jest is over and the tale has had its’ effect.”

Jonathan Swift 1710

“To refuse to have your children vaccinated is an attack on society”

The Guardian July 2017

A growing number of polls find so many people saying they would not get a coronavirus vaccine that its potential to shut down the pandemic could be in jeopardy.

New York Times, July 2020

“The bottom line is I have absolutely no faith in the F.D.A. and in the Trump administration. I just feel like there’s a rush to get a vaccine out, so I’m very hesitant.”

Joanne Barnes, a retired fourth-grade teacher who was always scrupulously up-to-date on getting her shots, including those for shingles, flu and pneumonia.

About 1 in 15 US parents (6.1%) is hesitant about routine childhood vaccines, and more than 1 in 4 (26%) are unsure about flu vaccines.

Pediatrics, June 2020

"...routine childhood immunization... [will] prevent 322 million illnesses (averaging 4.1 illnesses per child) and 21 million hospitalizations (0.27 per child) over the course of their lifetimes and avert 732,000 premature deaths from vaccine-preventable illnesses."

U.S. Center for Disease Control

One of the most effective means to increase rates of vaccination is through “increased knowledge and engaged religious or other influential community leaders”

Jarret C, et.al. vaccine. 2015;33:4180-4190

“To refuse to have your children vaccinated is an attack on society”

The Guardian July 2017

M A T E R I A L S

AVAILABLE THROUGH WEBSITE

DOCUMENTARY

For screenings, film festivals and broadcast (56:46 min)

SHORTENED VERSION 20 to 30 minute length

For presentations with 30 min window to include Q&A time.

LIFT OUT VIDEOS 1 to 3 minutes each

Can be tagged with sponsor logo/info

Short videos created from the documentary highlighting a specific issue.

Targeted videos for use by health professionals and educators.

INFORMATIONAL PROMOS :15 to :60 seconds each

Can be tagged with sponsor logo/info

For partner websites, social media and for broadcast promotion.

NEWS STORIES

Downloadable links for local media use of all elements above

CURRICULUM/ VIEWER GUIDE

Turnkey guide for classrooms / faith communities / organizations to accompany a documentary screening.

PRODUCTION WEB SITE

themisinformationvirus.com

Includes downloads for videos and guides, resources, marketing tools.

PROGRAM Experts

On Camera Experts

Shantelle L. Brown, Pharm.D.

Owner/Operator, Hope Pharmacy, Inc.
Richmond, Virginia

Roland Begay Navajo (Dine')

Indian Health Service
Chinle, Arizona

Sabrina T. Cherry, DrPH, MSPH, MTS

School of Health & Applied Human Sciences
University of North Carolina Wilmington

Karissa Culbreath, PhD

Director of Infectious Diseases, Clinical Microbiologist
TriCore Reference Laboratories.

Walter Dehority, M.D., MSc.

Department of Pediatrics, Division of Infectious Diseases
University of New Mexico Health Sciences Center

Sara Del Valle, PhD,

Mathematical Epidemiologist
Los Alamos National Laboratory

Letitia Dzirasa, MD

Commissioner of Health
Baltimore City Health Department

Mechem Frashier, RN Navajo (Dine')

Urgent Care, Director of Operations
Covid mobile testing in Native communities.

Denise Gonzales, MD

Critical and pulmonary care physician.
Medical Director, Presbyterian Healthcare

John D. Grabenstein, RPh, PhD

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Immunization Action Coalition

Bette Korber, PhD

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Los Alamos National Laboratory.

Daniel Levenson, DVM

NM Veterinary Association,
Southwest Veterinary Medical Center

Anne Lin, PharmD.

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Notre Dame of Maryland University.

Ariel Loop, BSN, RN-BC

Mother

Melvina McCabe, MD Navajo (Dine')

Professor Emeritus of Family Medicine
University of New Mexico School of Medicine.

Matthew Probst, PA-C

Medical Director, El Centro Family Health
National Physician Assistant of the Year

Brian Southwell, PhD

Science in the Public Sphere, RTI International, Duke University
Health Behavior / Media & Journalism UNC Chapel Hill

Jessica Tsabetsaye, PA Zuni

Physician Assistant Lead Advanced Practice Clinician
COVID-19 testing in Native communities

Brian Vallo

Governor, Pueblo of Acoma

Michael Wasserman, MD

Board certified geriatric and internal medicine.
UCLA School of Medicine Univ. of Colorado School of Medicine.

RESOURCE Videos

VFMV Project Short Video List from Film

As mentioned in the “materials available” section above, the program has been created so that various shorter videos can be “lifted out” of the program. You may find these shorter videos useful to share with friends, patients or clients in order to explain particular topics or issues.

You can view the list of topics and see the short videos at:

www.TheMisinformationVirus.com

Immunization Action Coalition Answers regarding vaccines
<https://www.immunize.org/>



christopher productions

**VACCINATION FROM THE MISINFORMATION VIRUS
RESPONSE FORM**

Thanks for letting us know how you're using the materials.

Fill out the information below and then EMAIL to: Chris@ChristopherProductions.org

Name:

Organization:

Address:

Email:

Phone:

Which materials were used (documentary, curriculum, short versions):

Date(s) materials used:

Group(s) using materials (i.e. Class, Club, Group – what kind?)

Number of people using the materials:

Youth:

Adults:

Comments about the materials and/or your discussion: