



PRESENTER:  
**Mairead Green**

# Embedding Family Engagement in Research (FER) Into Your Institution

Lessons learned by CHEO Research Institute (RI)



## 1. Offer flexibility for patient partners

- **The partner chooses** whether to be involved in reviewing, consulting or advising.
- Some engage on many projects, all with differing levels of engagement.

## 2. Create different types of roles

- Over time our program has come to **include several roles.**
- Often family leaders start out as reviewers while they orient themselves to the world of research and develop confidence as family leaders and as experts in their own experience.

## 3. Seek feedback and make changes!

The process has been iterative. After each cycle of a grant completion, or PFAC term, **we seek feedback** from our stakeholders and make changes to our program. This co-creation of FER has been a central strength of our program.

As we reflect on our progress and practices over the last 4 years, we attribute our advancement to these **key elements:**

-Buy-in and **presence from the executive level**

-Ensuring FER was **detailed in the strategic plan**

-Moving from advocacy to policy by **embedding family review** in our internal grants completions

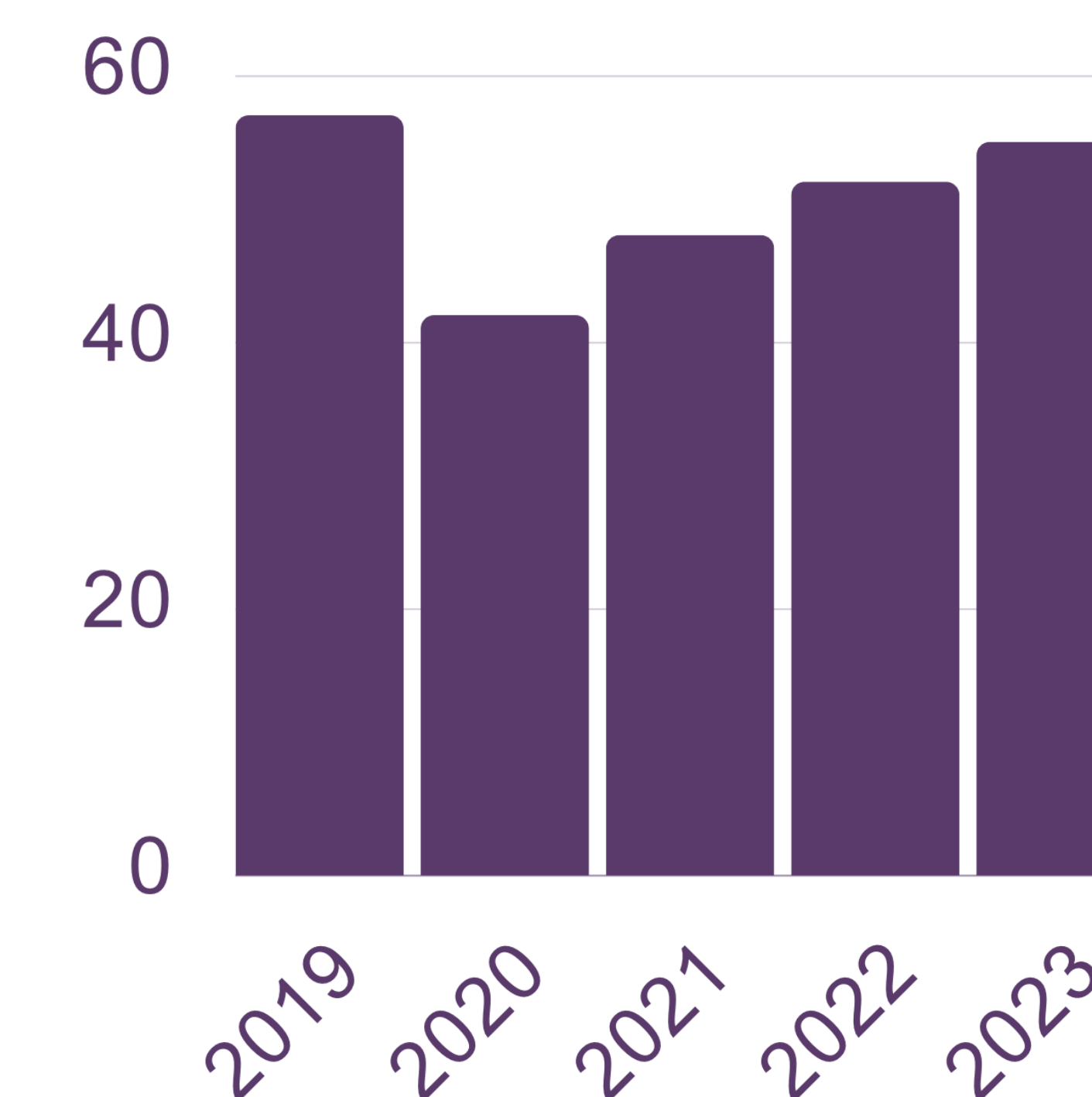
- Building **awareness of FER into the everyday workflow** through the Start Smart Program

-Co-creating a **flexible engagement program** that allows family leaders to work remotely and on their own schedule

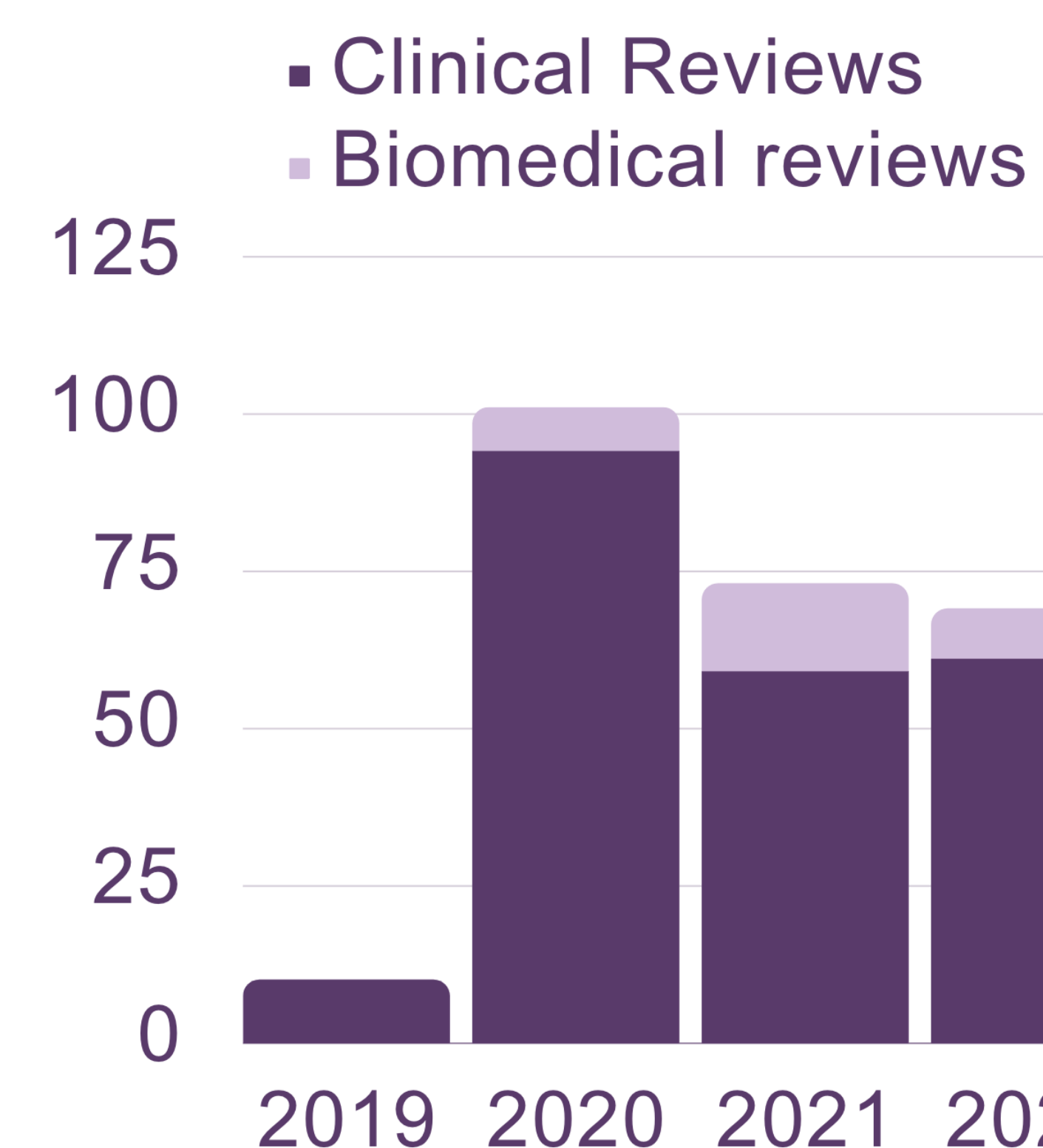
-Fostering an **environment of continuous learning** by revising practices each grant cycle

-Offering **professional learning and leadership opportunities** for our family leaders

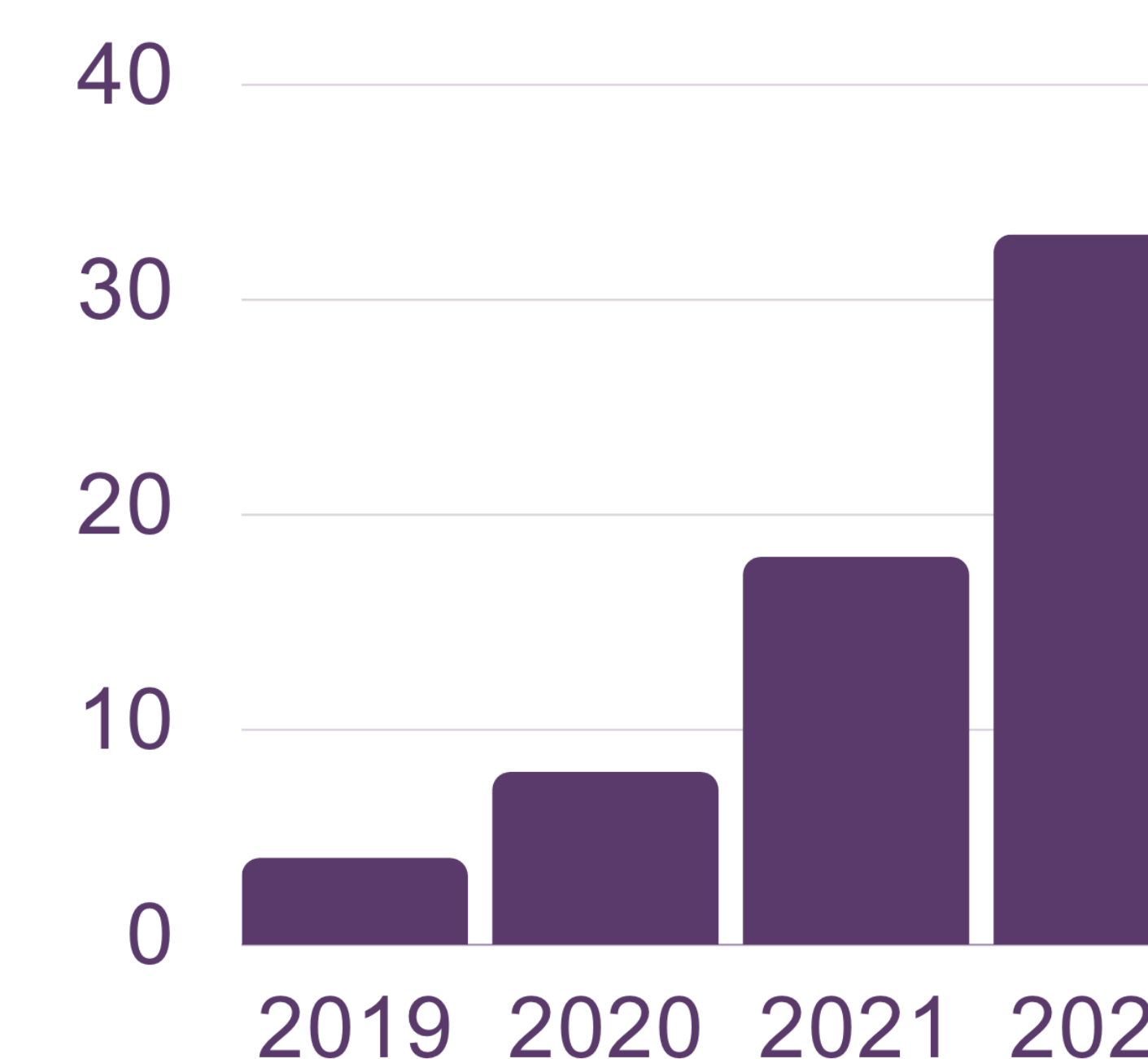
## INCREMENTAL CHANGE Number of Volunteers



## Family Reviews



## Advisors on Projects



Check out our research guidebook and family leader page!



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