Roles for PFACs and PFAs

◆ Serving on COVID-19 planning, implementation, and evaluation teams
◆ Meeting regularly with key staff from the Emergency Operations Committee
◆ Working with Communications/Marketing on new content for websites and other communications about COVID-19 for the various communities served
◆ Participating as patient and family faculty and co-designers of training for new roles for front-line staff and administrative leaders
◆ Partnering in evaluation and research about impact of changes and initiatives related to the pandemic

Partnering with PFACs and PFAs to Develop Telehealth

◆ Serving as members of Digital Engagement Committees
◆ Preparing patients and families for telehealth visits through peer support or website resources
◆ Serving as faculty to share communication best practices in telemedicine with clinicians (e.g., eliciting patient/family voice, building trust, making a connection, sharing test results and other clinical information)
◆ Reviewing and responding to information about telehealth from patient experience reports
◆ Partnering in evaluation and research about the impact of telehealth
◆ Advocating for appropriate funding and other support for telehealth

Partnering with PFACs and PFAs in Mental Health

◆ Serving as members of a Mental/Behavioral Health PFAC
◆ Highlighting mental/behavioral health needs during the pandemic in discussions of all PFACs
◆ Helping develop communication to patients and families about emerging mental/behavioral health needs during the pandemic
◆ Identifying, developing, and reviewing new resources for patients and families about mental/behavioral health needs and for information on the organization’s website
◆ Collaborating with community organizations to disseminate information about mental health resources during the pandemic
◆ Partnering in research and evaluation of mental health resources and programming related to the pandemic
Partnering with PFACs and PFAs to Address Family Presence

◆ Reviewing changes to policies related to family presence and participation during the pandemic
◆ Participating in the development of messaging (website, signage, informational materials) to communities served about the changes in policies and practice
◆ Helping develop and conduct training for front-line staff and administrative leaders related to communication with patients and families about changes in policy and practice due to the pandemic
◆ Helping to design, implement, and evaluate systems to include families or designated care partners virtually in supporting patients

Partnering with PFACs and PFAs to Address Health Inequities and Structural Racism

◆ Partnering with Diversity, Equity, and Inclusion Officer(s) within the organization to connect them with advancing patient- and family-centered practice
◆ Designing and implementing special systems to provide additional support and services to vulnerable populations during the pandemic
◆ Collaborating with community organizations to connect with these populations during the pandemic
◆ Plan intentionally to involve a diversity of PFAs reflective of communities served in addressing pandemic priorities
◆ Collecting and using data to bring about change in both the composition of the PFAC and other PFAs, and the work that they are doing

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