

LATE GOALS OF CARE POCKET CARD

1. **REFRAME** the situation.
2. **EXPECT EMOTION**, respond with NURSE.
3. **MAP OUT** important values.
4. **ALIGN** with the patient & family.
5. **PROPOSE** a plan that matches values.

To Share Information:

ASK patient/family understanding	“What is your understanding of where things are with your illness?”
ASK permission	“Would it be alright if I share what I know?”
TELL deliver a clear, concise HEADLINE	HEADLINE = Information + Meaning
ASK check for understanding or agreement	“To make sure I did a good job giving you the information, tell me what you will share with your family.”



LATE GOALS OF CARE POCKET CARD

1. **REFRAME** the situation.
2. **EXPECT EMOTION**, respond with NURSE.
3. **MAP OUT** important values.
4. **ALIGN** with the patient & family.
5. **PROPOSE** a plan that matches values.

To Share Information:

ASK patient/family understanding	“What is your understanding of where things are with your illness?”
ASK permission	“Would it be alright if I share what I know?”
TELL deliver a clear, concise HEADLINE	HEADLINE = Information + Meaning
ASK check for understanding or agreement	“To make sure I did a good job giving you the information, tell me what you will share with your family.”



LATE GOALS OF CARE POCKET CARD

1. **REFRAME** the situation.
2. **EXPECT EMOTION**, respond with NURSE.
3. **MAP OUT** important values.
4. **ALIGN** with the patient & family.
5. **PROPOSE** a plan that matches values.

To Share Information:

ASK patient/family understanding	“What is your understanding of where things are with your illness?”
ASK permission	“Would it be alright if I share what I know?”
TELL deliver a clear, concise HEADLINE	HEADLINE = Information + Meaning
ASK check for understanding or agreement	“To make sure I did a good job giving you the information, tell me what you will share with your family.”



LATE GOALS OF CARE POCKET CARD

1. **REFRAME** the situation.
2. **EXPECT EMOTION**, respond with NURSE.
3. **MAP OUT** important values.
4. **ALIGN** with the patient & family.
5. **PROPOSE** a plan that matches values.

To Share Information:

ASK patient/family understanding	“What is your understanding of where things are with your illness?”
ASK permission	“Would it be alright if I share what I know?”
TELL deliver a clear, concise HEADLINE	HEADLINE = Information + Meaning
ASK check for understanding or agreement	“To make sure I did a good job giving you the information, tell me what you will share with your family.”



Recognizing and Responding to Emotion:

NAMING “This must be shocking.”

UNDERSTANDING “I can’t begin to understand...”

RESPECTING “I am impressed that...”

SUPPORTING “I am here to help you through this.”

EXPLORING “Tell me more.”

To Map Out Values:

VALUES	“Knowing this news, what is most important to you?”
ACTIVITIES	“When thinking about the future, what would your son like to be doing?”
LIVING WELL or tradeoffs	“What would be an unacceptable quality of life for your daughter, or a life worse than death?”
UNCERTAINTIES or worries	“When thinking about the future, what worries you the most?”
EXPERIENCE with illness	“Has anyone in your life been seriously ill or died? How does that impact your decisions?”
STRENGTH or support	“What gives you strength?”

Recognizing and Responding to Emotion:

NAMING “This must be shocking.”

UNDERSTANDING “I can’t begin to understand...”

RESPECTING “I am impressed that...”

SUPPORTING “I am here to help you through this.”

EXPLORING “Tell me more.”

To Map Out Values:

VALUES	“Knowing this news, what is most important to you?”
ACTIVITIES	“When thinking about the future, what would your son like to be doing?”
LIVING WELL or tradeoffs	“What would be an unacceptable quality of life for your daughter, or a life worse than death?”
UNCERTAINTIES or worries	“When thinking about the future, what worries you the most?”
EXPERIENCE with illness	“Has anyone in your life been seriously ill or died? How does that impact your decisions?”
STRENGTH or support	“What gives you strength?”

Recognizing and Responding to Emotion:

NAMING “This must be shocking.”

UNDERSTANDING “I can’t begin to understand...”

RESPECTING “I am impressed that...”

SUPPORTING “I am here to help you through this.”

EXPLORING “Tell me more.”

To Map Out Values:

VALUES	“Knowing this news, what is most important to you?”
ACTIVITIES	“When thinking about the future, what would your son like to be doing?”
LIVING WELL or tradeoffs	“What would be an unacceptable quality of life for your daughter, or a life worse than death?”
UNCERTAINTIES or worries	“When thinking about the future, what worries you the most?”
EXPERIENCE with illness	“Has anyone in your life been seriously ill or died? How does that impact your decisions?”
STRENGTH or support	“What gives you strength?”

Recognizing and Responding to Emotion:

NAMING “This must be shocking.”

UNDERSTANDING “I can’t begin to understand...”

RESPECTING “I am impressed that...”

SUPPORTING “I am here to help you through this.”

EXPLORING “Tell me more.”

To Map Out Values:

VALUES	“Knowing this news, what is most important to you?”
ACTIVITIES	“When thinking about the future, what would your son like to be doing?”
LIVING WELL or tradeoffs	“What would be an unacceptable quality of life for your daughter, or a life worse than death?”
UNCERTAINTIES or worries	“When thinking about the future, what worries you the most?”
EXPERIENCE with illness	“Has anyone in your life been seriously ill or died? How does that impact your decisions?”
STRENGTH or support	“What gives you strength?”