

**TABLE 4.1 OVERVIEW OF THE THEMES, CATEGORIES AND SUBCATEGORIES**

THEMES	DESCRIPTION	CRITICAL ANALYSIS OF KNOWLEDGE	CRITICAL ANALYSIS OF FEELINGS	NEW PERSPECTIVE
<b>CATEGORIES AND SUBCATEGORIES</b>	<b>Patient data</b> -Assessments findings -Critical assessment findings	<b>Knowledge</b> -Lack of knowledge -The need to update knowledge	<b>Experience</b> -Unpleasant / traumatic experience versus ordinary experience -Overwhelming experience	<b>View of doctor/nurse action</b> -Agree/Disagree -Diagnosis -Emergency treatment -Suggestion about treatment
	<b>Doctor action</b> -Medical diagnoses -Life-saving actions -Routine actions	<b>Doctor/nurse action</b> -Motivation for actions -Life-saving actions -Questioning actions -Consequences of actions -Exclusive doctor action	<b>Expression of feelings</b> -Feelings of confusion and frustration -Feelings of incompetence -Feelings of loss -Feelings of denial -Feelings of guilt -Feelings of anger -Feelings of acceptance/non-acceptance -Feelings towards colleagues -Feelings concerning discrepancies	<b>Outcome</b> -Life-saving action -Death
	<b>Nurse action</b> -Routine action -Life-saving action	<b>Medication</b> -Life saving medication -Questioning medication		<b>Participants' view of theory-practice integration</b> -Theory-practice integration
	<b>Treatment</b> -Medication	<b>Theory-practice integration</b> -Application of theory to practice		<b>Knowledge</b> -Responsibility for own learning -Subject-specific knowledge -The effect of knowledge
	<b>Communication</b> -Family communication -Patient communication	<b>Outcome</b> -Patient outcome		<b>Feelings</b> -Stress feelings -Feelings of guilt -Conflicting feelings -Feelings of acceptance -Positive feelings
	<b>Experience</b> -Experience	<b>Experience</b> -Previous experience -First experience		<b>Communication</b> -Staff-related communication -Patient-related communication
	<b>Outcome</b> -Outcome	<b>Communication</b> -Communication		<b>Education</b> -In-service training -Practical placement -Mentors -Time constraints -Teaching method
		<b>Student reasoning</b> -Student reasoning		
	<b>Malfunctioning of equipment</b> -Malfunctioning of equipment			