“A hands-on guide to *doing* content analysis” (*authors, date, journal info*)

Supplementary materials:

Template A – Identifying meaning units and condensing the meaning units

Template B - Coding the condensed meaning units

Template C – Formation of categories and themes

Template A – Identifying meaning units and condensing the meaning units

1. Create a table similar to the table below.

2. Paste in a block of transcribed research interview text in the first row.

3. Identify discreet meaning units. Remember a meaning unit is a word, sentence or even a section of text that conveys a single central meaning. Cut and paste each identified meaning unit on to a separate row in the table.

4. Add more rows as needed.

5. Next, condense each meaning unit. The condensation should be a shortened version of the same text but that still conveys the essential message. Sometimes a meaning unit is already so compact no further condensation is required. (Refer to Tables 2 & 3 in the article for examples of locating meaning units and condensing them.)

6. Write this condensed meaning unit in parenthesis next to the meaning unit

7. When the whole text section has been moved over to the rows below, continue by pasting in the next section of text from the transcribed interview and repeat the process.

(Paste in a section of a transcribed interview here.)
Meaning units *(Condensations)*
(add more rows as needed)

Template B - Coding the condensed meaning units

1. As a practical next step, copy over your condensed meaning units in the same order as in Template A to the first column of a new table with two columns, similar to the table below, adding more rows as needed.

2. Write a code for each condensed meaning unit in the column to the right. Codes can be thought of as labels that concisely describe the condensed meaning unit.

3. Test the coding your condensed meaning units. Refer back to your original text and meaning units frequently to check that you didn't "lose" any meaning during condensation and also to verify that the codes are valid labels for your meaning units. Refer to Figure 4 in the article for an example of coding condensed meaning units.

Codes are tools to help researchers to reflect on the data in new ways. Remember, codes are not carved in stone and you are not obligated to stick to your preliminary coding choices. You may adjust, re-do, re-think, and re-code until you get to the point where you are satisfied that your choices are reasonable.

4. At this point it is really advantageous to compare your coding with the coding done by another researcher on the same text. Reflect together, compare and discuss your preliminary coding to reach a consensus on the most reasonable coding of your data that helps you make sense of your data.

Meaning unit condensations	**Codes**
(add more rows as needed)	

Template C – Formation of categories and themes

Now you will be looking for similarities and patterns in your codes and ways to group codes together in categories (or perhaps first testing sub-categories - see below).

1. Copy your table with condensed meaning units and codes to a new document and add more columns. Begin by adding an additional 2 columns and add then add new columns as needed. Tip: Use "landscape" document orientation in your word processing program.

2. Review your codes with a bird's eye perspective. Are some codes the same? Do some codes seem to "belong together", i.e., talk about the same issue? Cut and paste these condensed meaning units + codes in to the same category column.

3. Consider what these grouped codes are about and what they have in common. Based on the shared issue that led to grouping the codes together, write a preliminary name for this category in the top row of the table. Remember, a category answers questions about "Who?" "What?", "When?" and "Where?" In other words, categories are an expression of manifest content, i.e., what is visible and obvious in the data. Category names are short and factual.

Condensed meaning units *(Copied from Template B)*	**Codes** *(Copied from Template B)*	*Category column*	*Category column*	*Category column (Continue to add columns as needed)*
(add more rows as needed)				

Sometimes, at this point, the novice may notice that there is a lot of overlap between content in more than one column. This is very likely an indication that the jump from code to category was too big. One way to deal with this is to consider the category columns are representing sub-categories, i.e., parts of categories. Once all the codes are sorted into sub-categories, check to see if two or more columns share different aspects of the same basic issue. Is it reasonable to aggregate these into a single category? It is not uncommon that this extra step of first forming sub-categories may be needed e.g., when the data is very complex or when there is a very large amount of data.

If your data is rich enough with latent meaning you may be able to continue to abstract your data and formulate themes (see Figures 1 & 2 in the article). A theme answers questions such as, ''Why?'', ''How?'', ''In what way?'', ''By what means?'' Themes are formed by grouping categories together that formulate answers to these questions. In other words, a theme can be seen as expressing an underlying meaning, latent content, found in two or more categories. Theme names are very descriptive and include verbs, adverbs and adjectives. Refer to Table 4 in the article for an example of how codes can be sorted into categories and how categories can be grouped together into themes.