APPENDIX

Table 1: The rotated and labelled component matrix of items about potential stressors and working life during lockdown due to the pandemic (N = 97).

Item	Changes due to COVID-19		Worries about Health		Work Effectiveness & Satisfaction		Worries about Clients		Challenges & Demands	
	PM	SM	PM	SM	PM	SM	PM	SM	PM	SM
Changes to the usual ways of coping	**.76**	**.75**	-.03	-.01	.11	-.01	-.05	.09	.12	.22
Equipment limitations	**.69**	**.67**	-.01	.00	.29	.16	.09	.19	.07	.17
Social isolation at work	**.63**	**.69**	-.06	-.02	-.29	-.40	.05	.18	-.00	.12
Illness whether due to COVID-19, pre-existing or other	**.58**	**.58**	.24	.29	-.16	-.24	-.05	-.01	-.23	-.16
Practical difficulties (e.g. technology not working)	**.40**	**.49**	-.18	-.18	-.21	-.30	.13	.28	.32	.42
Worries about the health of your family	-.06	-.02	**.89**	**.88**	.08	.04	.08	.01	.03	-.04
Worries about your own health	.07	.14	**.89**	**.89**	-.10	-.14	-.04	-.06	.09	.04
Effectiveness at work	.10	-.04	.05	.02	**.85**	**.84**	.00	-.07	-.03	-.07
Job Satisfaction	-.02	-.16	-.07	-.09	**.74**	**.75**	-.03	-.10	-.08	-.12
Worries about the wellbeing of your clients	-.15	-.02	.06	-.02	.13	.07	**.87**	**.85**	.11	.22
Concerns about clients	.18	.32	-.02	-.04	-.17	-.26	**.80**	**.82**	-.16	.02
Challenge of learning a new work role	-.04	.10	.02	-.05	-.08	-.13	.09	.23	**.81**	**.82**
Juggling demands at home	.06	.14	.08	.04	-.00	-.05	-.08	.04	**.64**	**.63**

PM = Pattern Matrix; SM = Structure Matrix

Table 2: Description of stages of thematic analysis.

Stage	Description of process
1- Familiarisation with the data	The initial stage of analysis involved familiarisation with the data whereby the researcher engaged in multiple readings of the data corpus. At this stage notes indicating initial potential codes were made.
2- Generating initial codes	The initial codes established indicated initial points of interest and were used to help the researcher to arrange the data into meaningful groups. Coding was driven by the data and all the data was given equal interest: all potential codes were included at this stage, even those which were rejected at a later stage of analysis.
3- Searching for themes	At this stage, codes were grouped together into potential themes. Themes were established by making sense of how codes were interrelated. This included, but was not limited to, repetitions of similar codes. A hierarchy of themes was established: higher-order main themes and lower-order sub-themes. This process was enhanced by using mind-maps of emerging themes which gave the opportunity for some themes to be temporarily moved to a miscellaneous group for further review and to determine whether that theme remained relevant and meaningful.
4- Reviewing the themes	This stage is divided into two sub-stages. Firstly, once initial candidate themes were established, these themes were refined. At this stage, the researcher decided whether the evidence (coded data) does or does not adequately support the theme. This process of refinement ensured that themes are coherent and meaningfully distinct. Secondly, once candidate themes were agreed and collated into a thematic map, the themes were reviewed in the context of the entire data corpus. This helped to establish the validity of themes. On completion of stage four, the researcher (and the rest of the team) was confident about how the themes were interwoven and related to meaningfully capture what was conveyed through the data.
5- Defining and naming themes	Each theme went through a further process of refinement and detailed analysis. Sub-themes were utilised to provide structure and a sense of hierarchy within the data. Each theme identified in the current analysis is considered distinct (with minimal overlap with other themes), meaningful and not overly complex. During this stage, the researcher was mindful to maintain the 'story' of the theme as a distinct construct in the context of the wider 'story' of the data corpus. Each theme was given a title which provided the readers with a summary of the theme content.
6- Producing the report	The final stage of analysis involved the construction of the analytic narrative to convey a convincing argument that is an accurate summary of the data as related to the research question. The goal of this stage, as determined by Braun and Clarke (2006) is to provide a written account that is "concise, coherent, logical, non-repetitive and interesting" (p.23). The identified themes have been justified through the inclusion of data extracts which evidence the presence of a theme directly in the data corpus.