**Supplementary material:** Description of ALCESTE® analysis

The researcher prepares the corpus and specifies the characteristics of the participants for each interview. ALCESTE® performs a lemmatization of the corpus: words with the same lexical roots are gathered under the same spelling indicated by a “+” (e.g., cardio+ can refer to “cardiologist” or “cardiology” etc.). Statistical analyses are then performed on the words used by participants, based on punctuation and significant word distribution. The corpus is split into units of context (UCs), roughly equivalent to sentences. When ALCESTE® determines UCs from each interview, they are assigned with the characteristics of the participant who said this fragment in an interview. The classification is performed on a double-entry table with the text fragments in lines and all the words used in the corpus in columns. A “1” in a cell in this table indicates the presence of a specific word in a specific unit of context while a “0” indicates the absence of a word in a unit of context. ALCESTE® performs a descending hierarchical classification (DHC) on two similar tables in which the length of units of contexts vary to ensure results stability. This DHC accounts for words’ distribution and co-occurrence. This allows to classify the UCs into lexical classes, identifying the vocabulary specific to this class. Then, ALCESTE® performs a forward hierarchical classification (FHC) highlighting how words are associated with each other inside each class. This allows to identify subclasses. This type of analysis allows to identify which words appear conjointly with others. Each class is a cluster of words frequently pronounced in the same sentence or group of sentences by patients. It counts repetitions of associations of words sufficiently close together and thus enables to construct groups of words (i.e., classes) than can be interpreted as themes by the researchers. Conversely, “significant absences” are words that are negatively associated with a class. In other words, they are words that are not used at all with the other words composing the class. Grammatical words (e.g., prepositions), also called “supplementary forms”, are not considered in the *construction* of the classes by ALCESTE®, but they are used to describe each class they are associated with. A chi-square indicates the strength of the association between words and their class regardless if they are significantly present or absent. Moreover, ALCESTE® provides an output presenting the association of grammatical categories (e.g., demonstratives, nouns, numbers, words describing spatial relationships) with each class. It specifies that a Chi-square above 0 indicates a “relative presence” of this category in the class whereas a Chi-square equal to 0 means that the association between this category and the class is not significant. As a chi-square cannot be negative, when a minus precedes the Chi-square value it is used by the software to indicate a “relative absence” of the word in the class.

A Factorial Correspondence Analysis (FCA) is performed based on the results of the DHC. It allows to visualize the relationships between each class. A graphic representation of the FCA show the position of each class and word according to their link with the factors resulting from the analysis. Therefore, the researcher can characterize each factor by describing the correspondences and oppositions between classes regarding said factor (Bart, 2011).