

Supplementary Table 1. Representative Quotes from Patients and Accessibility Office Staff

Theme	Patient Quotes	Accessibility Staff Quotes
Theme 1 - Knowledge of Available Resources	<p>“when I had my accessibility office interview, they gave me a lot of information and resources about accessibility services and managing health issues at [my school] and I felt like I had a lot more support after the interview than I did before” (P04).</p>	<p>“It is beneficial for students to know their rights about accommodations, the college has a duty to accommodate legally. They may think that they are going to be a burden on the system ...they are not a burden, we want them to be successful” (S05).</p>
	<p>“ I was really happy with the support I was given - extra time for tests/exams, separate space to write in my own room, with exams I was able to type on the computer since I have difficulty writing for a long period of time, reschedule due dates, extra time to complete assignments, and reduced course load” (P08).</p>	<p>“Make sure [health care providers] help make patients aware of what support is reasonable to ask for” (S01).</p>
	<p>“Go in and look more into the accommodations center that you are thinking about going to, to have accommodations</p>	<p>“...there is a bursary for students with disabilities – a grant of \$2000 for students with permanent disabilities and they think they might not qualify, it is important to let them know they are eligible for this” (S04).</p>

that would help them in the future.” (P07).

Theme 2 – Register Early with Appropriate Documentation

“...it took a burden off my shoulders knowing that I am not alone and that I have a shoulder to lean on” (P10)

“If I ever needed anything done to help me succeed, it wasn’t a long process [since I registered with accessibility services right away]” (P02).

“...if [students] don’t come with the correct medical forms, then I cannot give them all of the necessary supports. I cannot do much without the medical support and documentation” (S03).

“[Students should] research the program that they want to go into, connect with accessible learning services well in advance, research accessible learning and how much they can accommodate a student in a particular program” (S04).

“When students come to us after [a health crisis] their stress is more heightened...I think that’s probably the most difficult trying to figure it out for the students after the fact, but we would still advocate for retroactive accommodations

		after the fact if we need to” (S04).
Theme 3 – Self-Advocacy	<p>“Self-advocacy – don’t be scared, if you feel like you need help, not to be afraid to ask for help for it” (P08).</p> <p>“Let [your professor] know, if you are ever in the hospital, try to do your school work in the hospital and email your teachers so that they know why you are missing class” (P03).</p> <p>“It’s good to let the professors know and email the [teaching assistant] just to let them know, bring awareness to your professors [if you are admitted to the hospital]” (P03).</p> <p>“I advocated for myself [in my first accessibility office appointment]” (P08).</p> <p>“Use your resources wisely, if you get them, use them” (P08).</p>	<p>“...it is important that [students] are strong self-advocates and that they know their condition really well” (S04).</p> <p>“Students should have the ability to describe the condition, more information and detail is always better.” (S08).</p> <p>“...describe a day in their life, and describe within the last year for example, what did your condition look like, what supports were helpful for you” (S09).</p> <p>“Health care providers should talk about advocacy with students and be sure to tell them they are not alone ... encourage them to utilize [services] when needed.” (S01).</p>

“I try to vigorously use the resources that I have at hand [when I get sick] so I don’t have to end up dropping courses” (P10).

“There is a stigma about accommodations, many students try not to get them” (S12).

“...students might be not connecting with [accessibility services] because they want to be ‘normal’” (S10).

“Talking to professors about their health issue is almost a necessity, especially if your condition means you may have an issue with attendance” (S01).