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

| Theme                                      | Patient Quotes                                                                                                                                                                                                 | Accessibility Staff Quotes                                                                 |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| **Theme 1 - Knowledge of Available Resources** | “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). | “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). |
|                                            | “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). | “Make sure [health care providers] help make patients aware of what support is reasonable to ask for” (S01). |
|                                            | “Go in and look more into the accommodations center that you are thinking about going to, to have accommodations”                                                                                                                                                  | “…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). |
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 [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). |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|                                                        | “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). | “[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” |                                                                                                                                   |
| Theme 3 – Self-Advocacy | “Self-advocacy – don’t be scared, if you feel like you need help, not to be afraid to ask for help for it” (P08). | “…it is important that [students] are strong self-advocates and that they know their condition really well” (S04). |
|------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                        | “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). | “Students should have the ability to describe the condition, more information and detail is always better.” (S08). |
|                        | “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). | “…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). |
|                        | “I advocated for myself [in my first accessibility office appointment]” (P08). | “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). |
|                        | “Use your resources wisely, if you get them, use them” (P08). | |
“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).