

## 1. General Information

1a. Submitted by the College of: EDUCATION

Date Submitted: 8/22/2016

1b. Department/Division: Early Childhood, Spec Ed, Rehab Counsel

1c. Contact Person

Name: Ralph Crystal

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Phone: 7-8275

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes <sup>4</sup>

2b. Prefix and Number: RC 570

2c. Full Title: Crisis Disaster and Trauma Response for Persons with Disabilities

2d. Transcript Title: Crisis Disaster Response for Disability

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is intended to provide students with an overview of the clinical rehabilitation counseling and clinical mental health rehabilitation counseling issues, challenges and responses due to crises, disasters, and other trauma-causing events on persons with disabilities across the lifespan. Specific attention is given to major categories of disabilities, their limitations, and psychosocial responses to life-challenging and life-altering consequences of crisis and traumatic events. Information is presented on context and philosophy of developing best practices for working with people with disabilities and their families in achieving quality of life in advent of a crisis/traumatic situation.

2k. Prerequisites, if any: None

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Web Course. Location will vary depending on location of students

4. Frequency of Course Offering: Fall,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 20

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: It is a requirements for a recently approved option in the Rehabilitation Counseling master's program. The option is titled, Clinical Rehabilitation Counseling in Mental Health. This option was approved last year.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

## Distance Learning Form

Instructor Name: Dr. Debra Harley

Instructor Email: dharl00@email.uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Interaction with distance learning students will be by email (1-2 day response time), discussion boards, feedback on assignments, and course announcements. Yes, the syllabus confirms to the University Senate Syllabus guidelines for Distance Learning courses

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. As required by our accreditation agency the materials, assignments, texts, student learning outcomes, and exams will be the same for the campus and distance learning students.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. We will not have interactive video sites. However, students will need to go through a system of email verification in order to submit papers, and sit for exams. Course work will be monitored by approved plagiarism detection software.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? I am not certain what this means. The clinical rehabilitation counseling mental health option is 60 credits. This is a one credit course. Our approved distance learning program as well as our equivalent campus program is 60 credit hours.

If yes, which percentage, and which program(s)? Campus students take less than 25% of their course work via distance learning. Distance learning students take 100% of their course work via distance learning. The campus and distance learning programs are equivalent and are accredited by the Council on Rehabilitation Education.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students are made aware of library, technology, and Disability Resource Center resources from the instructor as well as information contained in the course syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources? Course requirements include readings, lectures, discussions, and access to library resources. These are made available to distance learning students as they are to campus students. We work closely with the library and the Disability Resource Center to insure full access to campus resources needed by distance learning students.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Laboratories, facilities, and equipment are not required for this class. We insure that students are made aware of distance learning technologies to successfully complete the course as well as library resources, and Disability Resource Center resources.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Distance Learning students are made aware of Information Technology Customer Service center Resources by the instructor as well as information contained in the syllabus. Students are asked to respond proactively and inform the instructor if technology issues arise and/or persist.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. The course will be delivered through DLP and ATL

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Dr. Debra Harley

**RC 570: Crisis, Disaster, and Trauma Response for Persons with Disability**  
**Syllabus**  
**1-Credit**

Instructor:	Debra Harley, Ph.D., CRC, LPC 208 Taylor Education Bldg. University of Kentucky Lexington, KY 40506-0001
Teaching Assistant	Lisa Dunkley 212A Taylor Education Bldg. Email: <a href="mailto:lisa.dunkley@uky.edu">lisa.dunkley@uky.edu</a>
Phone Number	859-257-7199
Email	<a href="mailto:धार100@email.uky.edu">धार100@email.uky.edu</a>
Office Hours	Posted and by Appointment
Technological Requirements	Computer with high speed internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center at <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical Complaints	Same as above.
Preferred method for contacting instructor	Email
Anticipated Response Time	24-48 hours. Weekends may not be included.
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16</a>
Face-to-Face Librarian	Dickey Hall, 2 <sup>nd</sup> Floor 859.257.7977

Face-to-Face	<a href="http://libguides.uky.edu/educ">http://libguides.uky.edu/educ</a>
Interlibrary	
Loan Service	
Course	<a href="#">N/A</a>
Website:	

### Course Description

This course is intended to provide students with an overview of clinical rehabilitation counseling and clinical mental health rehabilitation counseling issues, challenges and responses due to crises, disasters, and other trauma-causing events on persons with disabilities across the lifespan. Specific attention is given to major categories of disabilities, their limitations, and psychosocial responses to life-challenging and life-altering consequences of crisis and traumatic events. Information is presented on context and philosophy of developing best practices for working with people with disabilities and their families in achieving quality of life in advent of a crisis/traumatic situation.

### Prerequisite:

None.

### Course Learning Targets, Outcomes, and Assessments

#### CACREP Standards

Accreditation Standards Learning Target/Outcome
<p><b>Standard: G.1.d. Professional Orientation and Ethical Practice – Understand aspects of professional functioning,</b>  <b>Students shall be able to demonstrate:</b></p> <p style="padding-left: 40px;"><b>d. Self-care strategies appropriate to the counselor role.</b></p> <p><b>Standard: G.3.c. Human Growth and Development - Understand the nature and needs of persons at all developmental levels and in multicultural contexts,</b>  <b>Students shall be able to demonstrate the ability to:</b></p> <p style="padding-left: 40px;"><b>a. Understand the effects of crises, disasters, and other trauma-causing events on persons of all ages.</b></p>

### Course Objectives

#### Upon completion of this course, students will:

1. Understand the concepts of preparedness of natural disasters, crisis, and trauma for people of all ages with disabilities.
2. Understand the psychological consequences of and adjustment to trauma-causing events on persons of all ages with disabilities.
3. Understand how disability and traumatic events affects individuals of all ages, the family and community across the life span.
4. Identify intervention and counseling strategies in response to crisis, disaster, and trauma for persons of all ages with disabilities.

5. Identify self-care strategies as counselors working with persons with disabilities of all ages in response to crisis, disaster, and trauma.

### **Student Learning Competencies**

Upon completion of this course, students will be able:

1. Identify and discuss current issues and trends in helping individuals of all ages with disabilities in crisis, trauma, and disaster situations.
2. Develop skills and competency for assisting people of all ages with disabilities in the event of a crisis situation.
3. Identify resources on trauma, crisis and disasters to assist persons of all ages with disabilities, families, and communities.
4. Gain an understanding of the interactions between people of all ages with disabilities and the physical environment.
5. Identify and discuss current issues and trends in helping individuals of all ages with disabilities in crisis, trauma and disaster situations.
6. Develop skills and competency for assisting people of all ages with disabilities in the event of a crisis situation.
7. Demonstrate strategies of self-care for counselors working with people of all ages with disabilities and self-care interventions for those with disabilities.

### **Course Expectations:**

Students are expected to take responsibility for their own learning and should be proactive in contacting the instructor should they need clarification on course material and concepts. All students are required to familiarize themselves with assigned content and materials listed in the syllabus and to be an active participant in class group discussions. Students are responsible for completing all readings, homework and projects on time. As this course deals with personal and professional development of helping skills, it is expected that students will conduct themselves in an ethical and professional manner.

### **Course Delivery**

This course content will be covered using a variety of teaching/delivery methods and face to face as primary delivery method. Presentation of course material and discussion of specific concepts associated with disability, crisis, trauma and disasters will be the primary pedagogical technique. Informed, fascinating and lively discussions will be the major learning strategy employed to integrate the course material.

### **Required Texts**

Rainer, J., & Brown, F. (2007). *Crisis counseling and therapy*. Binghamton, NY: Haworth Press.

**Grading Criteria (undergraduate)**

Letter Grade	% Range	Points
A	90-100	90-100
B	80-89	80-89
C	70-79	70-79
D	60-69	69-69
E	59 & Below	59 & Below

**Grading Criteria (Graduate)**

Letter Grade	% Range	Points	Graduate
A	90-100		90-100
B	80-89		80-89
C	70-79		70-79
E	69 & Below		69 & Below

**\*A grade of “D” or below is not a passing grade for graduate students**

Activity	Percentage and Points	
	Graduate	Undergraduate
Class participation and attendance	10% (10pts.)	10% (10 pts.)
Resource Manual	20% (20 pts.)	20% (20pts.)
*Self-care strategies	30% (2@15%/15pts.ea.)	30% (30pts.)
Mental Health/Counseling Clinic Activity and/or Interview with Emergency Response Personnel	40% (40pts.)	40% (40pts.)

**Total of 100%**

\*Graduate students will have different requirements from undergraduate students. The course requirement for graduate students will entail development of additional self-care strategies for a specific type of disability across all ages for 30%, whereas undergraduate students will develop one set of strategies for 30%.

**Midterm Grading Statement for Undergraduates**

A midterm grade will be submitted for undergraduate students. If undergraduate students' grade at midterm is below a passing grade, students will be advised and given the opportunity to withdraw from the course.

**Submission of Assignments**

All assignments should be completed in APA format and submitted on time. **All late assignments must be approved by the instructor and students will incur a penalty.** Assignments can be submitted electronically, by fax, or in person.



**Attendance**

Students are required to attend each session of the class.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

**Excused Absences**

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Make-up opportunity: When there is an excused absence, students will be given the opportunity to make up missed work and/or exams. It is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. If the missed exam is due to an excused absence the student will have the opportunity to make up the exam within two weeks of the originally scheduled date.

Verification of Absences: Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. This appropriate verification of an excused absence will be provided in a timely fashion (within one week) of missed examination. In turn, faculty will be reasonable in accommodating claims of illness.

**Participation and Professionalism**

The Rehabilitation Counseling Graduate Program is a counselor preparation program, and as such expects you to work and to transition into the counseling profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at <http://education.uky.edu/AcadServ/content/student-handbook-education-programs>).

These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including

colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

### **Ethics Statement**

This course and its participants will not tolerate discrimination, violence, or vandalism. The Graduate Program in Rehabilitation Counseling is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting students, future counselors, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your academic advisor if you have questions regarding this requirement.

### **Academic Integrity**

Academic Integrity, Cheating and Plagiarism: All students will adhere to University of Kentucky policies regarding expectations of academic honesty and the absolute unacceptability of plagiarism and other forms of cheating. These types of behaviors will not be tolerated. Students in this course will be on the Honor System when taking each of their examinations. Academic integrity is important to scholarship. If the instructors determine that students have violated their trust, strict University policies regarding academic honesty will be implemented. Using class materials, web sites, or any additional resources during the examination will be considered cheating as outlined in Student Rights and Responsibilities (Parts I-IV) and described at [http://www.uky.edu/Ombud/ForStudents\\_AcademicIntegrity.php](http://www.uky.edu/Ombud/ForStudents_AcademicIntegrity.php). Students shall not engage in cheating (a representation of the work of others as being the student's original work) or plagiarism (presenting the work of others without proper quotation or citation). The minimum penalty for cheating or plagiarism is an E for the assignment. <http://www.uky.edu/USC/New/SenateRulesMain.htm>. Students are responsible for reading the documents explaining plagiarism and how to avoid plagiarism on the University Omsbud's

website: [http://www.uky.edu/Ombud/What\\_Is\\_Plagiarism.pdf](http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf). Ignorance will not be a defense to this charge.

### **Academic Accommodations Due to Disability**

Policy on academic accommodations due to disability: If you have a documented disability that requires academic accommodations, please contact the instructor as soon as possible. In order to receive accommodations in this course, you must provide instructor with a Letter of Accommodation from the Disability Resource Center and disability services available to students with disabilities can be found at [www.uky.edu/StudentAffairs/DisabilityResourceCenter/contact.html](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/contact.html)

### **Legal Action**

Students charged with violations of criminal law are to report this directly to the instructor. A determination regarding appropriate course of action will be made following consultation with the appropriate university personnel.

### **Commitment to Diversity & Equity**

The Program is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

It is essential for our students to understand issues related to social diversity and make a commitment to value diversity as they engaged in counseling, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

**Cellular telephones or personal communication devices** are not to be used in class. Taking telephone calls, texting, and other electronic communication during class time is rude, unprofessional, disruptive, and disrespectful to the instructor and other students and will not be allowed. Cell phones should not be audible or visible (e.g., on students' desks), during class except during breaks.

### **Course Requirements and Assignments:**

<b>Task</b>	<b>Task Description</b>
<b>Attendance and Participation</b>	Students are required to attend and participate in weekly class activities. (10 points)
<b>Counselor Self-care Strategies</b>	Students will develop and critique self-care strategies to support counselors working with persons of all ages with disabilities and strategies for persons with disabilities in responding to crisis disaster and traumatic events and situations. (20-30 points)

**Mental  
Health/Counseling  
Activity or Interview  
with Emergency  
Response Personnel**

Students are required to interview emergency response personnel to gain an understanding of how this professional responds to and integrate knowledge of the needs of persons with disabilities in emergency protocol. In your write up, you are to identify a job title, work setting, and job functions of the professional being interviewed. As part of your reflection on this interview, be sure to describe your general impression during and after the interview, strengths and challenges of the protocol, and strategies to improve it. Also, discuss what value you got from doing this interview. This assignment should be 3-5 written, double-spaced pages (if you use citations, use APA format).

**OR**

The student can work with a mental health counselor to understand interventions and responses to working with persons of all ages with disabilities after a disaster, crisis, or trauma-causing event (40 points).

**Resource Manual**

Students are required to develop a resource manual of disaster and crisis response community-based agencies. The following components must be in the manual: (a) basic contact information, (b) alternative formats (e.g., voice speech, closed caption), (c) protocol for persons with disabilities (20 points).

**THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.**

## COURSE CALENDAR

### Course calendar, discussions, reading and due dates

Date	Topic / Agenda	Readings	Assignment Due Date
Session 1 Standard G.1.d	Counselor Self-care and Applying the Code of Ethics to Self-care	ACA Wellness Strategies Myers (2015) Thompson et. al. (2011)	In-class activity: Core Competencies Peer Role Self Care – Self-Assessment Tool: Self-Care
Session 2 Standard G.3.c	Profile of Individuals of all Ages in Crisis and Trauma	Nicolas et. al. (2015) Text, Chapter 3	Counselor Self-care Strategies for grad
Session 3	Systemic Model of Crisis Intervention and Counseling	Text, Chapters 1, 2, and 4	Counselor Self-care Strategies for grad and ugrad
Session 4 Standard G.3.c	Impact of Crisis and Trauma Across the Lifespan	Adams & Paxton (nd) Sastry & Gregory (2013)	Resource Manual
Session 5	Recovery and Reorganizing After Crisis and Trauma	Text, Chapters 6, 7, and 10	Mental Health/Counseling Clinic Activity <b>or</b> Interview with Emergency Response Personnel

**Course calendar may change with prior communication with students**

### Readings

Adams, L. G., & Paxton, M. (nd). *Counseling children and youth in times of crisis: Tips to achieve success and avoid pitfalls*. American Bar Association. Available at <http://americanbar.org/litigation/committees/childrights/docs/CounselingChildrenandYouth.pdf>

Myers, L. (2015). Stumbling blocks to counselor self-care. *Counseling Today*. Available at <http://ct.counseling.org/2015/02/stumbling-blocks-to-counselor-self-care/>

Nicolas, G., Wheatley, A., & Guillaume, C. (2015). Does one trauma fit all? Exploring the relevance of PTSD across cultures. *International Journal of Culture and*

*mental Health*, 8(1), 34-45. Link to this article:  
<http://dx.doi.org/10.1080/17542863.2014.8925199>

Sastry, N., Gregory, J. (2013). The effect of Hurricane Katrina on the prevalence of health impairments and disability among adults in New Orleans: Differences by age, race, and sex. *Social Science & Medicine*. 2013;80:121–129. Link to this article: <http://www.ssc.wisc.edu/~jmgregory/KatrinaDisabilitySSM.pdf>

Thompson, E. H., Frick, M. H., & Trice-Black, S. (2011). Counselor-in-training perceptions of supervision practices related to self-care and burnout. *The Professional Counselor*, 1(3), 152-162.

### Resources

American Academy of Experts in Traumatic Stress  
<http://www.aaets.org/article164.htm>

American Counseling Association's Taskforce on Counselor Wellness and Impairment  
[http://www.creating-joy.com/taskforce/tf\\_wellness\\_strategies.htm](http://www.creating-joy.com/taskforce/tf_wellness_strategies.htm)

American Red Cross- Prepare Your Home and Family  
<http://www.redcross.org/prepare/location/home-family>

Centers for Disease Control and Prevention (CDC)  
<http://www.cdc.gov/features/emergency.html>

State of California Department of Developmental Services- Crisis Intervention for Persons with Developmental Disabilities  
<https://dds.ca.gov/Publications/CrisisInterventionReports.cfm>

Department of Human Services- Disability  
<http://www.dhs.vic.gov.au/for-service-providers/disability>  
Disability.gov  
<https://www.disability.gov/#content>

Federal Emergency Management Agency (FEMA)  
<http://www.fema.gov/>

Job Accommodation Network- Accommodation and Compliance Series: Employers' Guide to Including People with Disabilities in Emergency Evacuation Plans  
<http://askjan.org/media/emergency.html>

Substance Abuse and Mental Health Services Administration (SAMHSA)  
<http://www.samhsa.gov/>

The American with Disabilities Act (ADA)  
[http://www.ada.gov/2010\\_regs.htm](http://www.ada.gov/2010_regs.htm)

U.S. Department of Health and Human Services- Human Preparedness Resources for Persons with Disabilities

<http://www.hhs.gov/ocr/civilrights/resources/specialtopics/emergencypre/epourcesdisability.html>

World Health Organization- Disabilities and Rehabilitation

<http://www.who.int/disabilities/cbr/en/>