

## **Traditional Medicine and Community Health**

IPBH 3005 (3 credits / 45 hours)

### **Chile: Public Health, Traditional Medicine, and Community Empowerment**

*This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### **Course Description**

The Traditional Medicine and Community Health seminar focuses on alternative health concepts, traditional practices, and the realities of contemporary healthcare among the Aymara and Mapuche peoples. Course content includes indigenous visions of health and healing and community health. Students examine the intercultural components of the Chilean healthcare system, and the proposed integration of traditional medicine alongside of biomedical practices. Concepts of community health and the role of the community in health promotion and prevention in the rural context are also explored. Students learn about these topics through lectures, reading materials, discussion, and extensive field experiences.

Due to the extraordinary health situation that affects the entire planet, which has been caused by the Coronavirus pandemic, throughout the entire semester its effects, transformations and challenges will be analyzed. The impact that it has generated in the indigenous health processes and practices and their own health systems, and its components (personnel, equipment, people, etc.), as well as social groups and differentiated social classes, as well as public health policies in general in the country.

In addition, during the two field trips to the Andean mountains and the Araucania region, students will learn about the health practices and beliefs of indigenous people. They will observe a rural health system, the intercultural health practices of Chileans, alternative medicine, and the indigenous worldview.

#### **Learning Outcomes**

By the end of the course, students will be able to:

- *Identify* alternative conceptualizations and visions of health as embraced by different indigenous people in Chile.
- *Differentiate and check* the achievements and challenges of the ongoing project of integrating intercultural health practices into the formal Chilean state system, and the mainstreaming of traditional health practices.
- *Determine* the importance of meeting community health needs through the articulation of “community” within an appropriate cultural context.
- *Judge* Chilean public health policy as it relates to equitable access for indigenous peoples and other marginalized groups.

## **Language of Instruction**

This course is taught in Spanish.

## **Instructional Methods**

SIT’s teaching and learning philosophy is grounded in the experiential learning theory. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being.

- Learning involves a community
- Learning is a lifelong endeavor.
- Learning is transformational.

The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

In this Traditional Medicine and Community Health seminar we contemplate a series of activities that will privilege this process and experiential learning cycle, including participatory introductory seminars, visits to health centers in indigenous territories & organizations in indigenous territories, multicultural health care spaces, practical activities and encounters with indigenous families and communities, learning about their community experiences in health and promoting health care in their daily activities, etc. On the other hand, the evaluation process considers applying innovative and creative learning techniques, such as the use of videos or multimedia, promoting *learning from doing*.

Another space where the immersion experience will allow the development of more experiential learning, could be the stay with host families, both in Arica and other locations. It is in these informal situations where it will be possible to recognize and share reflections on the elements of Traditional Medicine in Chile. Families can allow you to be inserted in the local culture, in different environments and scenarios, being able to support the knowledge of everyday cultural practices, which must then be checked during lessons learned in class seminars and visits to health care spaces.

## Course Schedule and Calendar

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.*

<b>Module 1: General context of the situation of indigenous peoples and interculturality in health:</b> a referential framework is provided around the condition of indigenous peoples in Chile, and their relationship with the State and Chilean Society in general. It contemplates critical review of bibliographic materials, thinking about how they will be applied in the study tours of the following modules.				
Session	Date/hours	Topic y bibliography	Professor	Student activities
1	03/07 09:40 – 11:10	<b>Medical Anthropology and Interculturality:</b> A general theoretical view of relevant health, disease, treatment and prevention concerns, as a framework for the course, in the context of critical medical anthropology, and with a special focus on the concept of interculturality in health.	Gemma Rojas Roncagliolo. PhD, MC.	Lectures and readings.
2	03/08 11:20 – 12:50	<b>Social determinants of health:</b> A theoretical framework for conceptualizing the social, cultural, political, economic, and historical roots of health, illness, and disease.	Gemma Rojas Roncagliolo, PhD, MC.	Lectures and readings
3	03/15 11:20 – 12:50	<b>Indigenous peoples and public policies in Chile:</b> Historical review of the relationship of the State of Chile with indigenous peoples. International standards of rights of indigenous peoples, their current socio-political situation and the official response of government policy.	Paula Sívorí Juica. Psychologist.	Lectures, readings, audiovisual material, group work.
3	03/15 15:00 – 16:30	<b>Health and Indigenous Peoples in Chile:</b> the special nature of health, disease, symptoms and ailments, affecting the indigenous peoples of Chile, with a focus on	Joselin Leal Landeros, MD.	Lectures, readings, audiovisual

		demographic, epidemiological, cultural and political realities.		material , group work.
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**Module 2: Licanantai Culture and Licanantai Medical System:** the main characteristics of the culture of the Licanantai indigenous people, their medical system and their management of the health and disease process are exposed. The module includes classes and field trips, to learn about the medical model, through direct interaction with the doctors and healers of the Licanantai people.

Session	Date/hours	Topic and bibliography	Professors	Student activities
	03/17 – 03/24  Hours TBD	<p><b>Excursion to San Pedro de Atacama</b></p> <p><b>History, Philosophy, and Worldview of the Lickan Antai People of San Pedro de Atacama:</b> The social and cultural situation of Lickan Antai indigenous people, with a special focus on belief systems and community structures.</p> <p><b>Andean potato traditional sowing workshop.</b> Practical activity on Socaire, little village near San Pedro de Atacama.</p> <p><b>Health and environment in the San Pedro de Atacama region.</b> (Panel of experts).</p> <p><b>Andean worldview through night sky observation.</b> Practical activity of observing the sky of the southern hemisphere, to understand the ways of understanding nature, its relationship with local culture and the understanding of health from this epistemological model.</p> <p><b>Cultural and linguistic exchange with students from the Liceo de San Pedro de Atacama.</b> Students of the area of tourism, with whom the use of Spanish - English, English - Spanish will be practiced.</p>	Paula Sívori, Ester Buston, Tomás Vilca, Francisco Mondaca, Alex Izquierdo, Mauricio Sandón, teachers of Liceo de San Pedro de Atacama, (among others).	Lectures, readings, audiovisual material, practical activities, group work.

		<p><b>Comprehension and Analysis of the Intercultural Healthcare Model from the Lickan Antai Perspective:</b> the unique nature of the intercultural health model, as conceived of and implemented by local health services.</p> <p><b>The Lickan Antai Healthcare System: Concepts of Health, Illness, and Medicinal Practices:</b> Lickan Antai health beliefs and practices as currently implemented; taught by a traditional healer.</p>		
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<p><b>Module 3: Mapuche Culture and Mapuche Medical System:</b> the main characteristics of the culture of the Mapuche indigenous people, their medical system and their management of the health and disease process are exposed. The module includes classes and field trips, to learn about the medical model, through direct interaction with the doctors and healers of the Mapuche people.</p>				
Session	Date/hours	Topic and bibliography	Professors	Student activities

	03/24 – 04/02  Hours TBD	<p><b>Excursion to Araucanía</b></p> <p><b>History, Philosophy, and Worldview of the Mapuche People:</b> The social, cultural and political history of the Mapuche people in Chile, with a special focus on belief systems and community structures.</p> <p><b>Relations Between the Chilean State and the Mapuche People: Analysis of the Conflict in the Araucanía Region:</b> The History and ongoing reality of the sociopolitical conflict between the Mapuche people and the Chilean state, with a particular emphasis on history, race relations, and economic exploitation.</p> <p><b>Comprehension and Analysis of the Intercultural Healthcare Model from the Mapuche Perspective:</b> the unique nature of the intercultural health model, as conceived of and implemented by local Mapuche health services.</p> <p><b>The Mapuche Healthcare System: Concepts of Health, Illness, and Medicinal Practices:</b> Mapuche health beliefs and practices as currently implemented; taught by a traditional healer.</p>	Tibor Gutierrez, Machi Patricio Catril, Andrés Paillaleo, teachers of Liceo Guacolda (city of Cholchol).	Lectures, readings, audiovisual material, practical activities, group work
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<p><b>Module 4: Aymara Culture and Aymara Medical System:</b> the main characteristics of the culture of the Aymara indigenous people, their medical system and their management of the health and disease process are exposed. The module includes classes and field trips, to learn about the medical model, through direct interaction with the doctors and healers of the Aymara people.</p>				
Session	Date/hours	Topic and bibliography	Professor	Student activities
1	04/06 18:00 – 19:30	<p><b>Aymara Culture and Cosmovision:</b> This workshop seeks to socialize with the participants the ways in which the Aymara people focus and solve their individual and collective health</p>	Ana Paola Quispe.	Lectures, readings, audiovisual material, group work

		problems, sometimes mediating access to conventional biomedicine, but in the most of the cases taking refuge in their own health system, traditional		
2	04/06 20:00 – 22:00	<b>Meeting with the Aymara community:</b> The students share with a group of people who belong to the Guallatire community, who show their traditional ceremonies, dances and typical foods.	Guallatire community	Exchange meeting with members of the community.
	04/09 – 04/14  Hours TBD	<b>Excursion to Putre</b>  Visit to the Putre's Family Health Center and share with local health teams and indigenous healers. They attend traditional ceremonies and the gathering of medicinal herbs.  The Aymara worldview and the medical system: the roles of traditional practitioners and natural remedies.  Aymara health beliefs and practices as currently implemented; taught by a traditional healer.  Traditional practices of birth of the Aymara people.  Aymara concepts of pregnancy and childbirth, as currently implemented; taught by a traditional midwife.  Cultural exchange with Putre's host families.	Aldo Rivera, CESFAM Director, Putre.  Teófilo Cañari Yatiri (Chamán) Putre.  Fausta Pairo Usuyiri (midwife) qulliri (herbalist) Putre	Lectures  Lectures and traditional ceremonies.  Lectures and herb gathering.

Debriefing sessions (across the entire semester): Synthesis and Analysis of Course Themes.

## Required Texts

### *Required reading*

Boccaro, G. (1999) Políticas indígenas en Chile (siglos XIX y XX). De la asimilación al pluralismo (el caso mapuche). Recuperado de <http://revistadeindias.revistas.csic.es/index.php/revistadeindias/article/viewFile/834/903>



- Díaz, Z., Aguilar, T. y Linares, X. (2015) La antropología médica aplicada a la salud pública. Recuperado de [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S0864-34662015000400009](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S0864-34662015000400009)
- Gundermann, H. (2018) Los pueblos originarios del norte de Chile y el Estado. Recuperado de [https://scielo.conicyt.cl/scielo.php?script=sci\\_arttext&pid=S0719-26812018000100093](https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0719-26812018000100093)
- Menéndez, E. L. (1998) Modelo médico hegemónico: Reproducción técnica y cultural. Natura Medicatrix No. 51. Recuperado de <file:///C:/Users/Field%20Office/Downloads/Dialnet-ModeloMedicoHegemonicoReproduccionTecnicaYCultural-4989316.pdf>
- Millamán Raineo, R. (2008) La historia oculta y las voces ancestrales: La confrontación mapuche contra el sistema neoliberal chileno. Le Monde Diplomatique (Edición Chile), March. Recuperado de <https://www.lemondediplomatique.cl/2008/03/la-confrontacion-mapuche-contra-el-sistema-neoliberal-chileno.html>
- Organización Internacional del Trabajo. Oficina Regional para América Latina y el Caribe (2014) Convenio Núm. 169 de la OIT sobre Pueblos Indígenas y Tribales - Declaración de las Naciones Unidas sobre los Derechos de los Pueblos Indígenas (leer las páginas 6 a la 23 (Presentación al artículo 2) y de la página 26 a la 30 (Art. 6 y 7) y de la 34 a la 44 (Parte II: Tierras). Recuperado de [https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/documents/publication/wcms\\_345065.pdf](https://www.ilo.org/wcmsp5/groups/public/---americas/---ro-lima/documents/publication/wcms_345065.pdf)
- Programa SIT Arica, Carpeta de viaje – Putre. “El sistema médico aymara: Características generales.” (Documento elaborado por Malva Pedrero).
- Programa SIT Arica, Carpeta de viaje – La Araucanía. “El sistema médico mapuche: Características generales.” (Documento elaborado por Tibor Gutiérrez).
- Restrepo, E. (2014) Interculturalidad en Cuestión: Cerramientos y Potencialidades. Recuperado de: [https://www.researchgate.net/publication/331286887\\_Interculturalidad\\_en\\_cuestion\\_cerramientos\\_y\\_potencialidades](https://www.researchgate.net/publication/331286887_Interculturalidad_en_cuestion_cerramientos_y_potencialidades)
- Walsh, C. (2009) Hacia una comprensión de la interculturalidad. Revista Tukari. Recuperado de <http://www.tukari.udg.mx/sites/default/files/11.%20Interculturalidad%20y%20pueblos%20ind%C3%ADgenas.pdf>

*Suggested reading*

- Albó, X. (2011) Suma qamaña = convivir bien. ¿Cómo medirlo? Recuperado de <http://www.plataformabuenvivir.com/wp-content/uploads/2012/07/AlboSumaQamanaMedirlo.pdf>
- Albó, X. (2000) Aymaras entre Bolivia, Perú y Chile. *Cuarto Intermedio*, No. 54, febrero 2000.
- Cuyul (2013) La política de salud chilena y el pueblo Mapuche. Entre el multiculturalismo y la autonomía mapuche en salud. Recuperado de <https://www.comunidadhistoriamapuche.cl/wp-content/uploads/2017/06/Andres-Cuyul-1.pdf>
- Del Popolo, F. (ed.) (2017) Los pueblos indígenas en América (Abya Yala): desafíos para la igualdad en la diversidad. Libros de la CEPAL, N° 151 (LC/PUB.2017/26), Santiago, Comisión Económica para América Latina y el Caribe (CEPAL). Recuperado de [https://repositorio.cepal.org/bitstream/handle/11362/43187/6/S1600364\\_es.pdf](https://repositorio.cepal.org/bitstream/handle/11362/43187/6/S1600364_es.pdf)
- Fuentes, C., De Cea, M. (2018) Reconocimiento débil: derechos de pueblos indígenas en Chile. Recuperado de <https://www.ciiir.cl/ciiir.cl/wp-content/uploads/2018/08/2017-De-Cea-Fuentes.-Reconocimiento-d%C3%A9bil-derechos-de-pueblos-ind%C3%ADgenas-en-Chile.-Perfiles-Latinoamericanos-Flacso-M%C3%A9xico.pdf>
- Gundermann, H. y H. González Cortez. 2009. "Sociedades indígenas y conocimiento antropológico. Aymaras y atacameños de los siglos XIX y XX." *Chungará*, Vol. 41 No.1; 113 – 164. Recuperado de <https://scielo.conicyt.cl/pdf/chungara/v41n1/art08.pdf>
- Gutierrez, T. (1985). El "Machitún": rito mapuche de acción terapéutica ancestral. I Congreso Chileno de Antropología. Colegio de Antropólogos de Chile A. G, Santiago de Chile. Recuperado de <https://www.aacademica.org/i.congreso.chileno.de.antropologia/8.pdf>
- Ministerio de Salud (2016) Orientaciones Técnicas 2016 Programa Especial de Salud y Pueblos Indígenas (PESPI). Recuperado de <http://www.bibliotecaminsal.cl/wp/wp-content/uploads/2018/01/030.OT-y-Guia-Pueblos-indigenas.pdf>
- Ministerio de Salud (2006) Política de Salud y los Pueblos Indígenas. Santiago, Chile. MINSAL
- OPS (2007) Programa de salud de los pueblos indígenas de las Américas 2005-2007. Plan de Acción. Recuperado de [https://www.paho.org/Spanish/AD/THS/OS/Indig\\_PLAN05\\_07\\_esp.pdf](https://www.paho.org/Spanish/AD/THS/OS/Indig_PLAN05_07_esp.pdf)

SEREMI de Salud (2014). Situación de salud de la Población aymara en la Región de Arica y Parinacota. Recuperado de <http://dipol.minsal.cl/situacion-de-salud-de-la-poblacion-aymara-en-la-region-de-arica-parinacota/>

Zapata, C. (2007) Memoria e historia. El proyecto de una identidad colectiva entre los aymaras de Chile. *Chungará*, Vol. 39 No. 2; 171 – 183. Recuperado de [https://scielo.conicyt.cl/scielo.php?script=sci\\_arttext&pid=S0717-73562007000200002](https://scielo.conicyt.cl/scielo.php?script=sci_arttext&pid=S0717-73562007000200002)

## **Technology Requirements**

Student access to the Canvas interactive platform of SIT Study Abroad.

## **Assignments and Evaluation**

The Traditional Medicine and Community Health course contemplates the development of a series of learning processes and systematic and accumulative assignments, which will allow students to get to know and deepen the objective topics of the course.

From formal or informal activities, in the classroom or outside it, key elements of health in the country will be tackled, to discover its complexities, achievements and shortcomings. The course includes three evaluations throughout the semester: a study report in the field, an essay and a report in creative format, in addition to active participation. Each of these assessments aspires to be complementary to the others, because in each one the students will apply and develop different learning skills.

## **Criteria for Grades and Assignments**

Document formats and criteria for grades are stated on assignment sheets specific to each assignment. Assignment sheets for all major assignments will be posted on the course site on Moodle and distributed in class. Final grades will be based on the total amounts of points (or percentages) earned.

## **Grading Scale**

94-100%	A	Excellent
90-93%	A-	
87-89%	B+	
84-86%	B	Above Average
80-83%	B-	
77-79%	C+	
74-76%	C	Average
70-73%	C-	
67-69%	D+	
64-66%	D	Below Average
below 64	F	Fail

## Assignments

Individual or group work in classes	No grade
Visits to indigenous health centers	No grade
Interviews with indigenous healers	No grade
On-site group community study	30%
Report of San Pedro de Atacama field class	20%
Virtual forum of Traditional Medicine	20%
Traditional Medicine paper	20%
Debriefings	No grade
Participation throughout the course	10%

## Assignment Descriptions

Throughout the course, students will have the opportunity to go deeper into the contents of the seminar, through academic activities both in the classroom and on practical visits. The goal is to promote interactive learning, encouraging the development of specific tasks that facilitate the promotion of knowledge, skills and values, which re-signify what is taught.

On each occasion that is necessary, *tasks of reflection and critical discussion* will be developed where - both individually and in groups - students will be able to review and recognize the main characteristics of traditional indigenous medicine (mainly Aymara, Lickan Antai and Mapuche, but also that of other medical systems), considering their worldviews, diagnoses, practices, treatments, etc.

The course includes *field trips* to the territories where the knowledge of traditional medicine of indigenous peoples is directly practiced. Through live experience, and through direct contact and conversation with traditional healers, it is intended that students can understand how these medical systems are conceived. During the development of this activity, students must submit *field reports* with their records and impressions about the first-person experience that they had developed with these communities of patients and healers. A respective rubric will be applied for the evaluation of these reports.

Then, in the middle of the semester, students will be asked to prepare another series of reports, which will have to do with a review and analysis of updated literature (*virtual forum*) on an indigenous health topic of interest. A respective rubric will be applied for the evaluation of the review.

Finally, during the week in which students visit the Araucanía region, in southern Chile, another report will be requested, which may be developed in a creative and group format, through which they will become aware of *the experience of Field work*. Its focus should be indigenous health in the local context. This task may be freely expressed, being able

to contemplate the use of visual elements (videos, photographs, presentation power points or similar, maps, drawings). A respective rubric will be applied for the evaluation of this field work.

### **Debriefings and Feedback**

Learners need community. The synthesis and revision of contents in a participatory and collective way is a key aspect that will be worked intensively and permanently throughout the course. Debriefings will be organized at different times and instances of work, to discuss the contents worked on in the training instances of the seminar. If necessary, the class could be divide into groups and feedback sessions. For groups to be a success, everyone must participate at each stage of the mentoring and feedback process: sharing drafts, reading/listening, and responding constructively.

### **Attendance and Participation**

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. The entire participation process will be evaluated according to the criteria described in a rubric that will detail it. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

### **Late Assignments**

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students' complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

## **STUDENTS EXPECTATIONS AND SIT POLICIES**

### **Individual and Community Expectations**

- **Show up prepared.** Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- **Have assignments completed on schedule, printed, and done accordingly to the specified requirements.** This will help ensure that your assignments are returned in a timely manner. **Ask questions in class. Engage the lecturer.** These are often very busy professionals who are doing us an honor by coming to speak.
- **Comply with academic integrity policies** (no plagiarism or cheating, nothing unethical).
- **Respect differences of opinion** (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- **Storing Your Work** Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. **Lost files, deleted drives, or computer crashes are not excuses for late, missing work.**
- **Audience Considerations:** Writing for this class will be read by your classmates, me, and whomever else you choose. Do not make public what you wish to remain private. In keeping with accepted practice within the discipline, other students and other professionals who provide instruction and academic support for SIT may use writing from this course for instructional training and assessment. All identifiers are removed when student writing is used for these activities.
- **Personal Technology Use:** Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. I reserve the right to mark you absent for habitually using them for something other than classroom activities.
- **Course Communication:** Course documents and assignments will be posted on Moodle. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- **Trigger Warning:** Some assignments you will encounter written by peers or published authors may delve into sensitive topics. The readings I've assigned handle these topics thoughtfully and artistically; I wouldn't have assigned them

otherwise. Our classroom is a place where we can engage with challenging ideas, question assumptions, and navigate difficult topics. That said, no student generated works should deliberately offend or disparage others, artistically or not.

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.