

TIPS FOR FIRST YEAR COURSE COORDINATORS

- Don't give in to the urge to fill a course with content over explanation;
- Library Skills – run workshops on how to use the library and what constitutes academic research within the first three to four weeks of the semester (huge improvement in assessment);
- Essay writing skills – talk about how to write an essay, how to answer a question (get the study skills people in from Student Services);
- Establish basic expectations like formality in correspondence with lecturers and tutors and independence (e.g. Encourage students to try and answer their own questions first by looking for available information instead of whipping off a half-baked question in an email to the tutor);
- Discussion/demonstration in class of where the course and courses like it (or where the discipline) can take them.

Recognise the shift which occurs when students exit the Queensland secondary education system and enter a tertiary institution which aims to meet world standards. Most of our first year students are really senior high school pupils by Western standards. Don't hit 'em too hard. I usually start with where they are at utilizing their experiences and expertise to begin to introduce them to appropriate ways of considering and presenting them. This provides an opportunity for a small early assessment and feedback (don't let the angst build up), explicitly values their contributions and provides a platform for more 'scholarly' assessment. It has also helped me to understand entering students. You have to ride at the back of the bus to see what it's like.

I think students differ depending on what they are studying, e.g. POLS students tend to be studious and do assigned readings whereas assigned readings might not be taken as seriously by other cohorts of students.

- Make the content engaging and relevant, sell them a story for why they have chosen a great field/discipline/profession to study in.
- Introduce them to the big and interesting ideas in the field, pique their interest, motivate them to continue studying for the next three years. Give them a feeling that what they are studying has a real purpose and value.
- Have structured learning activities. Break lectures with structured quizzes, discussions, feedback. Have tutorial exercises where they work around a small project or task that has some direction. First years need some orientation and direction. If you just ask them open-ended questions you might just get silence.
- Start discussions and activities with where they are at. Use their life experiences, their social world, as a catalyst or beginning point for addressing the theoretical, conceptual, professional frameworks in the course.
- Work hard at fostering a cohort and sparking discussions. Learn their names, make them feel known, encourage them to be part of a learning community. Have activities in tutorial where they work together, have roundtable discussions that everyone must contribute to, set up wikis and blogs on blackboard that they must contribute to. Give them structured opportunities to get to know each other.
- Set clear and structured assessment. Talk about the assessment a lot in learning activities, explicitly link the learning activities and assessment.
- Spend time explaining institutional stuff – how lectures and tutorials work, how assessment works, what course profiles are. Introduce them to the broader options they have in their time

at UQ, what majors might they consider, what are the different sub-fields open to them, and so on.

- Have clear avenues where they can seek advice. Who should they email and when. I find sometimes they slip off the radar because they didn't know who they should get in contact with.

The main thing is making sure that the lecture and tutorial program is well organised.

Also, even though they are first years, they may not be straight from Year 12, so they don't like to be treated as 'young teenagers'. Being aware of the diversity of backgrounds is important and also not assuming that they all have the same entry knowledge.

Assignments need to be guided.

Students need to be aware of plagiarism.

Students need to be aware of criteria for assessment.

Students need to know what an academic style means.

1. ensure learning is phased incrementally - start simple, build up to more complex subjects.
2. treat students with respect, demand the same in return - set the bar high, even for first years.
3. keep course and lectures very simple without excessive clutter and too much information.

My advice: Be engaging, engage, encourage a permanent dialogue with the cohort, be simple yet deep, know your class and understand quickly that to which they respond best and most meaningfully.

From my experience every first year cohort is different. For me the key has been to have a strong structure in place that links all of the course components together (lectures, practical classes and assessment) and to ensure that these links have been made explicit at the start of the course, basically mapping the course out in the first week so everyone can see how it fits together. This also means that the course aims and the graduate attributes are also prominent right at the very start. I also make the assessment progressive and emphasise the development of academic skills, particularly critical thinking and writing (using the resources of the Student Support Services people to run in class workshops), things that will provide the foundation for later year courses.

I think the Ipswich cohort is a bit different to St Lucia, and that's who I teach. On that basis, my tips are that course materials need to be very clear and well-structured to support learning. Always explain course terms and requirements, including dates and types of assessment, provision for extension etc, at beginning of classes, and periodically over semester remind the class of these. I've found students use course profiles very selectively, so I ALWAYS run through that in the first lecture. Visual materials need to be clear and engaging - I use a lot of visual materials because it helps to illustrate the complexities of the material I teach first years; humour is important; and so is making a personal connection with students if possible. This can be hard with large classes where it is not possible to get to know everyone, so in that situation I make sure I drop in on tutorials I don't teach a couple of times a semester to see how students are going. I think it's most important to try to get some feel for the cohort in the first week, and to then try to teach to a position they can relate to - students come in with all kinds and levels of experience, and I've found a good way to try to accommodate that is to devote first-week tutorials to exercises that are fun, but test their knowledge on major themes of the course. This can provide insight into levels of knowledge, and

allow students to feel they have something to participate. I encourage comments and questions in lectures, and throw questions to the class as well. This can be intimidating, especially for a large room of people who barely know each other, so I employ humour and assure students that they are free to have an opinion, but that part of my task is to help them to grow in understanding of a topic. Therefore I may disagree with them, but they should not take that as de-valuing their opinion. I always thank students who do make comments or ask questions, and if i disagree I do it as supportively as I can, and try to explain my reasons as clearly as I can. I also sometimes break big classes up into small groups for part of a lecture in order to deal with a pertinent issue.

Basically I try to remain mindful of the fact that university is a new and possibly strange experience for students, who have to make big adjustments, usually, to stay afloat.

The main thing I learnt was not to take anything for granted in terms of students' understanding of course requirements and how things work. I found there was a need for lots of repetition (even simple things like the need to draw on references for essays), and not to rely on just one mode of passing on information (e.g. putting things in writing in the course outline, repeating it on Blackboard, and saying it again in class). I also found that students that had come from TAFE or other institutions still tended to bring this mindset with them (e.g. one ex-TAFE student handed in an essay without referring to one reference, and informed me that this was acceptable at TAFE).

The overarching aim of our commitment to the first year student experience was to offer to students activities and resources which enhanced their experience of the first semester of university. Our focus was three fold. First, our focus was the student, rather than the curriculum and the course content to be "covered". Secondly, we placed a strong emphasis on the university's graduate attributes as the foundation for student learning, not just in Semester 1 of Year 1, but across the entire program, and considerable attention was given to tailoring assessment tasks to this end. Thirdly, we made use of small group learning (4-6 students per group) as distinct from tutorials (25-30 per group) in the belief that students learn well from each other, not just in a formal sense, but informally as well.

Online Learning. Both courses made extensive use of the Blackboard Learning Management System, which was highly effective in promoting peer to peer learning. Students in JOUR1011 made extensive use of the discussion boards.

Learning in small groups. Both courses provided small group learning experiences. In SOSOC1052, the student group were formed by the course co-ordinator on the basis of a team skills inventory administered in Week 2. The class was also given specific instruction in group dynamics. Groups were required to complete an assessment task involving the use of scholarly journals in the field, weighted at 30%. This 30% was mediated by a peer assessment process, in which students were also given specific instruction, and practice. Each small group was also allocated their own electronic workspace within Blackboard.

Information literacy. Integral to achievement of the graduate attributes, and Library staff assisted. In JOUR1011, Belinda Weaver provided "scripts", and in SOSOC1052, Marcos Riba ran a weekly information literacy tutorial for six weeks for every student, with a hurdle assessment task at the end.

Diagnostic and Formative Assessment. Best practice suggests that an early, low weight, fast turnaround, summative assessment task with a high component of both diagnostic and formative

assessment is critical in helping first year students find their feet, and both courses adopted this practice. In SOSC 1052, for example, the first assessment task was worth ten marks and due in Week 3, and returned in Week 4. It was weighted at 10%. It included a short piece of writing, which enabled academic staff to identify students with poor writing skills.

Identifying student aspirations and students at risk. The academic literature suggests that non-academic factors play an important part in student attrition. In Weeks 2 and 3 of Semester 1, the SOSC 1052 course co-ordinator conducted brief 10 minute one on one interviews with all students in the B Soc Sci intake, some fifty plus students. In the course of these interviews, two students at risk were identified and referred to Student Support Services. An additional benefit was that students who and the course co-ordinator was able to learn - and subsequently - use student names. Student feedback on this activity was exceptionally positive. The sheer number of students in JOUR 1011 mitigates against this under current staffing regimes.

Reflective practice. In both the design and implementation stages, we acted as a Critical Friend for each other's work. This involved regular informal discussions, most often over lunch or a coffee, where ideas and activities were shared and critiqued, and progress reported. We also maintained regular contact with TEDI colleagues, in particular Helen Byers, the FYE Co-ordinator.

We set out deliberately and consciously to influence the student experience, the attached evidence suggests we did so, to some degree. Because all curriculum is iterative, we see our work so far as laying foundations for continuing engagement.

1. Don't presume that all students know what Blackboard is and how to use it. The same applies to Turnitin.
2. Ensure that they know that there is a proper process for applying for extensions and late submissions – place the links for all such documents including your School's policy on your course website – show students in the lecture where it is.
3. Remind them of upcoming assessment due dates and where that information is available (Bb site, course outline etc.).
4. Mention several times through the semester that the onus of coming to lectures and tutes is on them.
5. Drill in that problems with assessment submission such as printer broke down, got the day wrong, is it ok if it is 30 minutes late etc. are not acceptable.

1. Don't assume that all of the students in front of you will know what they are meant to do – what a lecture is, what a tutorial is, what they are meant to do when sitting there listening to you.
2. In a first year course I always feel it is more important (in politics) to choose topics that the students are going to be interested in and maybe already know something about (through media) than to over a course which deals with e.g. all the available theoretical perspectives.
3. Always ask at the start of a course how many students who are there are studying other courses in your school and how many are taking this course as a stand-alone. If half of your students are studying law and have no intention of studying your subject again you need to know this.
4. I spent years and years worrying about the 1st year student who would know more about a topic than me. They don't – so you don't have to overcompensate by trying to create an appearance that you know everything. It sounds corny but I always find that students find it reassuring when you say that you find some argument difficult or that you don't really know what you think

about a subject.

5. No matter how long you have spent on your course profile carefully describing and justifying the methods of assessment on a course you should spend a part of the first lecture and tutorial talking about them.
6. If you try and talk for 2 hours or even for an hour and a half you will lose them. Try and find some video clip or something to mix it up (the CVRS system looks really cumbersome but it actually does work).
7. Be friendly (is this too obvious?)
8. Always say what it is that you find interesting about some topic that you are talking about. Obviously you find it interesting. But you will probably need to tell the students why it is interesting.
9. Getting the link between lectures and tutorials is one of the most important and hardest things to do. If you ask questions in the tutorials that you answered in the lecture the students will (rightly) get bored. If you give them an entirely different topic they will (rightly) wonder what the lectures were for.

I think a key recommendation to help save the time of busy FY coordinators is to make up an e-file of responses to emails as they come in. Most first year students don't read the course guide and therefore email the coordinator as the first port of call. Having a response already typed along the lines of:

"Thank you for your email query. Please check the hard copy (or e-version) of your course guide. The information you seek is contained therein."

This puts the responsibility for learning back onto the student and ensures that they know they can refer to the course guide for future queries. Just copying the response into the email save time.

Anyway, first year core subjects tend to be large class. When there are 10 tutorial groups (in my course) run by different tutors and the course coordinator, it is very important that there is consistency in content being covered across all tutorials. Also, first-year students have lots of questions about assignments, etc.; the course coordinator may want to make sure that all tutors are familiar with the assessment/assignment policies of the school before giving advice to the students.

- Be clear with assessment instructions. Use exemplars, show previous student's work (good and not so good). Get students to work out the difference.
- Don't over assess or pack in too much content into lectures. Allow time for students to jot down what was clear and not so clear from lectures and then spend time the following week going over the material that was not clear.
- Use a variety of assessment, avoid exam excess.
- Encourage students to access student service workshops
- Set a small assessment task early in the semester, gives students some confidence.

THE TOUGH LESSONS.

1. Establish the rules early. Set clear guidelines and try to minimise any potential ways the students can get around them or you will spend your life bending over backwards to help

students who won't help you.

2. Plagiarism – make a big deal of it early, make sure it's in the Course Outline, and make sure that you get tutors to remind students of the basics. Having done that, don't go soft on obvious offenders, as this is simply not fair on all the good students who actually work hard to get a pass or a good mark.
3. Keep an eye on your tutors/tutor coordinator and meet with them regularly.
4. Keep everything in writing, require everything in writing (e.g. documentation for extensions, meetings with students etc). You never know when you might need it. It is also worthwhile getting tutors to keep note of attendees.

THE OBVIOUS STUFF

1. Ensure that Blackboard is always up to date and informative.
2. Check emails regularly and respond quickly. (But make sure that you warn students to expect a minimum 2 day turnaround time, to cover those days when your internet isn't working/you go away etc)
3. Smile a lot. Students actually comment on teachers that are 'friendly'.
4. Put your name on the blackboard at the start of term (or powerpoint etc). Remind students who you are occasionally. It is amazing how many students – especially in large courses - have no idea of your name, and just pick the first random name on their course outline when they have to put a name on their essay cover sheets!

HELPFUL STUFF

1. Utilise technology, especially TurnItIn and Blackboard.
TurnItIn is brilliant for essays – it helps with plagiarism checks and if used well also saves a lot of trees. It is possible to do all essay assessment and moderation online and via email which is brilliant when trying to liaise with other tutors too.
Online quizzes are also incredibly easy to set up and can be a good way of administering assessment – requires work initially, but really reduces the workload later in the semester.
2. Students like feedback early. Try to have progressive assessment throughout the semester, including at least one piece of assessment that is returned prior to the mid-semester break. That allows them to track how they are going, and also encourages them to stick with your course if they've already earned marks towards it.
3. It's a good idea to do up a handout for tutors detailing how you will work together and tips for how they can best run their tutorials. Include – your role, your expectations, their role, what to do in the first tutorial (yes even the obvious stuff like point out exits, where the toilets are, etc) – it usually is about 2 pages of notes and is a good PR tool as you give the impression of being organised and in control. Tutors usually like that!

- Respect the students
- Be prepared and on time
- Explain assessment clearly and several times

- Don't make the assessment too complicated, especially if your course is in first semester.
- Try to include as much formative assessment as possible - students will need lots of assistance

to adapt to assessment tasks at university.

- Give students plenty of opportunity to attempt practice quizzes.
- Try to encourage social interactions in your tutorials by using group task, or even arrange for some type of friendly inter-tutorial competition.
- Share your enthusiasm with students, especially on the first day. It helps to reflect on why you choose to pursue your study area originally and remember that this should be an exciting time for first year students.
- Students appreciate Lectopia and interesting lecture slides. Try to get them out of the mode of just copying down everything you say by providing them with a recording they can revisit later. Having said this, your slides don't have to be a "script" that is word for word everything you say in the lecture (this is rather boring). Focus on the bigger picture with your slides and talk to them. Use visual ways to present information to augment what you are saying to students.

While I don't have any general tips to pass on since, to my mind, almost all of the tools and craftsmanship of teaching are very context-dependent, I would appreciate your passing on one thing to fellow coordinators & staff. This is that PSYC1020 is always open to anyone in the faculty or uni who wants to take a look at what we are doing. Anyone can attend my lectures without asking beforehand and expect to be inconspicuous given the size of the lectures. And I'm happy to then talk with colleagues about how and why we do things the ways we do. I certainly don't think we have all of the answers, but both the 1st-yr psych courses and I have picked up a lot of recognition and awards in getting to where we are now.

- a) Keep a class attendance list – and course coordinator personally email students who miss more than 2-3 tutorials to find out what is happening. It's pain but very useful in seeing trends in and across tutorials...
- b) I think all first year students should have to come to both lectures and tutorials. Those who skip class regularly are often the ones who go AWOL during semester.
- c) Course coordinator personally email all students who don't submit their 1st piece of assessment – usually due in weeks 5-8
- d) Course coordinator personally email all students who don't submit their 2nd piece of assessment – usually due in week 8-10
- e) Make sure you go over "how to submit an extension" – they usually don't request an extension, for fear of embarrassment, or don't know where the School form is and how and when to fill it in.
- f) Make sure you refer students expressing difficulties in class or on email or to a tutor to student services – or in SWAHS case to our student mentor.
- g) Encourage students to get to know their tutors and come and see staff early..... in semester.
- h) Encourage them to do the library tours (this really doesn't sink in)
- i) Encourage them to contact Cassie Doyle (SBS librarian) who is really excellent – once the students get to the library they find the staff incredibly helpful.
- j) Be very personable and user friendly with first years – crack some really good jokes and have some times in lectures where student do small exercises in class and talk to each other across tutorial groups.
- k) Use as much multimedia and interactive stuff that suits your course content... they love YOUTUBE!!!!
- l) Students disappear from courses when assessment starts to peak – I have noticed students not accessing blackboard (PPT slides) from weeks 5-11.
- m) Be open and flexible to making major interventions to help students negotiate the School rules, Faculty and University rules when they just drop off the radar but something major has

happened in their lives (parents lives)

I allow students to resubmit any assignments that 'fail', I choose the tutors very carefully – most have been teachers and therefore spend time showing students how to construct essays – time is always allocated to this in tutorials, I also write an introduction to an essay and scaffold the remainder of it in a lecture so that they can see the structure of an essay, I don't make assumptions about what students know and can do, I try to be available, recognise that the student might be the first person from their family to go to university and they may not know how to 'do university' and have no advice from home about how to do it, similarly recognise that there may be students who are the only ones to be attending this university/faculty from their school, I have a group task in the tutorial so that students get to meet other people outside of the class environment (note whilst this class is now part of the primary program where students will see each other in other courses, there are many students for whom this is the only education course they are doing and they may struggle to meet new people).

- Engage the best lecturers for 1st year courses (e.g., award winners, leaders in their field).
- Lecturing style has to suit own personality (cannot be something you are not)
- Engage the best tutors – those who are enthusiastic, motivated, can facilitate a discussion
- Provide a variety of delivery strategies
- Engage the students – move them from passive to active learners through discussions, Q&As, presenters, focus groups.
- Provide clear expectations about attendance, assessment (a BIG one), uni policies (e.g., plagiarism and collusion).
- Be available.
- Recognize the diversity in students in terms of age, gender, ethnicity, culture, worldly experience, motivation.
- Recognize that there are commons amongst the students – e.g., first year at university, recent move away from home, where study fits on their priority list.
- Expectations of students should reflect their 1st year status (they are not 3rd year or postgrad students but they are university students)
- Work with them to improve their academic reading and writing (as different to recreational reading and writing).
- Early in semester, there will be anxieties, uncertainties, perhaps self-doubt (especially for 1st in family at uni students), for students.
- Some will be entering programs with little opportunity for cohort development (e.g. BA) and therefore may feel lost, isolated – so learning activities in lectures/tutes that are not individual should be encouraged.

Course coordinating:

- In dealing with students, try not to generalise
- The ECP takes much longer than you might imagine, so plan to get it done well in advance
- Be organised: try and get things done sooner, rather than later, most things will take longer the first time you have to do them: e.g. course outlines, lecture notes, exams etc
- Try and deal with similar tasks together in one hit, so that you do not lose focus
- Keep students informed and interested via regular communication on Blackboard announcements or forums
- Leave a designated time each day to attend to emails and stick to it (resist the temptation to open email/respond immediately) because you will be constantly interrupted
- Definitely do not be afraid to delegate tasks

- Blackboard is a useful tool; have a practice beforehand, attend some seminars and build a good relationship with the 'help' desk
- Be prepared for the unexpected and be philosophical about it when it happens

Lectures:

- First year students are enthusiastic, try to develop that enthusiasm in any way you can
- First year students are novices and therefore may need more reminders about things; do not feel you are being repetitive
- Most importantly be friendly and approachable, first year students are enthusiastic but still a bit reticent to approach lecturers/tutors
- Try to have lectures notes available at least 24 hours beforehand for students
- Do not make the PowerPoint slides too busy, or cluttered with information; add some colour, interest, or graphics
- In particular with first year, do not assume that everyone is keeping up with you, ask repeatedly if there are questions; but make sure you leave a silent gap for people to muster the courage to raise the issue
- Try and make the lesson as interactive as possible; encourage input and ask questions, but leave enough pause after the question, to allow for those who are a bit shy

Tutoring:

- Assemble some enthusiastic and reliable tutors around you
- Build rapport with tutors, but also clearly outline your expectations, hopes and must haves from the beginning
- To the tutors –
 - Foremost be approachable
 - Remember you were an undergraduate student once;
 - It is your duty of care to students to give them the best possible education (not just your job)
 - Be encouraging when marking – remember that someone is reading it and probably taking the comments personally!
 - You will feel nervous, but do not show it and do not communicate it, remember that to the students hold your position in high esteem

Getting engagement from the first lecture is vital and often the use of some facilitated 'getting to know you' exercise helps this process.

In my course on Identity (150 + students) i give students a handout that asks to fill in bits of detail about how they see themselves (or how they identify) and how they think others see them and then the form asks them to list 4 characteristics of their Identity 3 of which are true and 1 of which is false. I then get students to get up out of their seats and find at least 5 other people and to determine the true and false characteristics of each other. Not only does this get students to interact with each other it also introduces some engagement with the course material. This sort of exercise is good for large classes and brings an informality and an environment of expected engagement with each other and me as the lecturer. I have similar exercises during the semester and find that this encourages students to respond to questions during lectures or to make comments during lectures.

Tutorial experiences are so important to first year students (after all this is where in reality most learning is done). Most of my courses have a student led tutorial process where students are asked in groups to prepare a discussion (not a presentation) either on a set subject area or on a particular

paper. Tutors support the process by giving assistance in designing the tutorial. Facilitation processes are supplied to students on blackboard or in the Course Profile. The students are then assessed on these tutorials across content and facilitation process components. The feedback has been very good for this tutorial process. It is a positive learning experience for both facilitators and participants.

I have used the development of On-Line Posters around a selected topic as group assessment tool with great effect.

- Take time to explain to students the concept of tutorials as an interactive learning experience.
- Ensure good communication between Course Coordinator and Student Mentor where one is available.
- Provide adequate feedback to students in lectures on how the student group is performing. This ensures students understand the standard required in terms of assessment. Good examples might even be posted on Blackboard with student permission.
- Regular meetings with the teaching team (with tutors) to ensure any difficulties students are having in the course are raised and actioned.

Use the remote microphone--don't stand behind the lectern.

My only suggestion is that students take prerequisites, especially if they are taking an elective outside of their school. I had students from engineering doing a class which had a prerequisite that was ignored.

I don't have any real tips other than to be conscious of the fact that this can be a large and alienating place, which makes tutorials especially important. Small group discussions in tutorials are good for helping students to get to know some other people on campus.

As for lecturing, it's really important to start with the basics. For example, in Australian politics I've found I can't just use a term like 'lower house' and expect students to know that that is the same as the House of Representatives. I imagine it's the same in other areas- students probably know less than you assume. It's important not to make them feel bad about this.

I've also found that contrary to expectations, putting material on Blackboard and using lectopia does not seem to affect lecture attendance. The more you can offer, the better student response seems to be.

- Setting a high standard for the quality of the teaching and the course in general.
- Constantly raising the bar for oneself as course coordinator/lecturer;
- Good quality tutors who are familiar with and interested in the content of the course, who communicate that effectively with the students, and who are committed to facilitating their understanding and engagement of the literature;
- Cultivating enthusiasm for the course content amongst students –getting and keeping them interested. This is not always easy!
- Setting appropriate reading lists and assessments; ensuring that students understand the importance of reading the set readings;
- Ensuring that students understand from the outset how hard they must work to pass the course; that it won't be an "easy ride". Not so much that they know how hard they have to work, but

rather to help them appreciate why it is important to learn and reflect.

Many of the students are in their first year of university, and for many of them it is their first year out of high school. So they come in knowing little about university life- from where the library is, to how to search a database, to whether you really mean it when you say "You must see me before the due date if you want an extension". Of course, some students even come from families in which they are the first to attend university so they really don't know what to expect. So you have to build basic socialisation to university life into the course and put on a friendly and approachable face to increase the odds that they'll ask you if they are confused. You also need to be very clear in explaining your expectations and realise that they won't yet know correct university etiquette.

Many are also going through an enormous emotional adjustment in making the change to university (and perhaps moving out of home or starting part-time work or being separated from their closest friends etc.) and can be feeling extreme anxiety about whether they'll make it as a university student. The PSYC1020/1030 policy of having a straight forward mid-semester exam seems to help here.

Also, remembering to tell them about Student Services and pointing stressed students in the direction of Student Services is a good idea. I also found teaching a first-year course that there were a number of students with disabilities who hadn't yet presented at Disability Support Services and organised a Disability Action Plan either because they didn't know they could or they weren't 100% sure of how it worked and didn't want to ask in case there would be stigma associated with it.