Psychological Disorders, Employment, and Discrimination

Melissa Finch  
*Illinois Wesleyan University*

Linda Kunce, Faculty Advisor  
*Illinois Wesleyan University*

Follow this and additional works at: [https://digitalcommons.iwu.edu/jwprc](https://digitalcommons.iwu.edu/jwprc)


This is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.  
©Copyright is owned by the author of this document.
PSYCHOLOGICAL DISORDERS, EMPLOYMENT, AND DISCRIMINATION

Melissa Finch and Linda Kunce*
Psychology Department, Illinois Wesleyan University

People with psychological disorders experience stigma and discrimination, which can impact their ability to gain and maintain employment (Goldberg, Killeen, & O'Day, 2005). The purpose of this study was to examine the impact of disclosure of a severe mental disorder (bipolar disorder) on employability and person perception. In addition, the study assessed the impact of diversity education on hiring persons with severe mental disabilities. Participants listened to an interview of a student job applicant in one of three conditions (no disclosure, implicit disclosure, or explicit disclosure.) They rated the applicant on personal characteristics and likeability, as well as made employment recommendations. Next, participants read information about either mental disorders in the workplace (i.e. diversity education) or about work-study (i.e. control.) Finally, they re-evaluated the applicant on a variety of measures. We hypothesize that the level of disclosure will significantly affect impression formation, affective reactions, and employability. Further, we hypothesize that participants in the diversity education condition will display more tolerant attitudes than those in the control condition.