

THE IMPACT OF EMPLOYMENT SPECIALISTS IN HELPING INDIVIDUALS WITH A
MENTAL ILLNESS OBTAIN EMPLOYMENT.

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The Impact of Employment Specialists in Helping Individuals with a Mental Illness Obtain Employment

The treatment of individuals who suffer from a severe mental illness (SMI) in the United States has changed considerably over the past 100 years. The term SMI describes an individual who lives with a mental disorder which is characterized by persistent impairments across numerous facets of functioning. Some of these impairments pertain to social relationships, leisure activities, work, and the ability to care for oneself.

Up until the middle of the 20th century, individuals who had a mental illness were placed in mental institutions which provided no standard of care (Whitaker, 2002). The facilities were often overcrowded and many of the clients were malnourished. For most of the past century, people with mental illness were thought to have incurable illnesses and were often neglected by their family members and mental health practitioners (Spaniol, Gagne, & Koehler, 2003). With regards to treatment, facilities utilized inhumane approaches, such as the use of heavy restraint and confinement to small spaces (Whitaker, 2002). In 1946, the National Mental Health Act was established, where standards of care for persons with mental illness were implemented (Moses, Orostein, & Massat, 2006).

Up until the 1950's, people with severe mental illness continued to occupy mental state hospitals. During the late 1950's and early 1960's, the introduction of psychotropic drugs led to a reduction in the importance of state and county mental hospitals. Clients who utilized mental health hospitals severely decreased between 1955, where over 560,000 were utilizing the facilities, to only 160,000 clients in 1977 (Gronfein, 1985). The use of psychotropic drugs

allowed for the control of the behaviors that restricted individuals to confinement and individuals could attempt to become reintegrated into the community and obtain self independence.

Along with the introduction of psychotropic drugs, the decline of inpatient populations from mental health hospitals was also due to the Community Mental health Act of 1963 being initiated. The act provided funding for community based care, including emergency mental health centers, inpatient, outpatient, and rehabilitation facilities (Moses et al., 2006). The process of individuals leaving inpatient treatment facilities was known as deinstitutionalization, which became a major determinant of mental health policy (Garvin, 2005). The goals of deinstitutionalization were to depopulate state and county mental hospitals and to substitute a network of community-based institutions to provide care for clients (Gronfein, 1985).

In theory, living in the community would better enable individuals who have a SMI to pursue recovery, which can be conceptualized as enjoying a quality of life that approximates what the individual would experience if not disabled (Corrigan, 2004). However, once clients were reintegrated back into the community, they experienced fear, intolerance, ostracism and ridicule from community members (Beverly & Alvarez, 2003). Stigma (e.g., social avoidance, low expectations, prejudice, and discrimination) poses a challenge to the full social integration of individuals with psychiatric disabilities (Corrigan, 2004) since it interferes with their efforts to develop friendships, find employment, and/or join organized groups and community activities. Stigma creates a roadblock to recovery by hindering reintegration into the community.

Ware, Hopper, Tugenberg, Dickey and Fisher (2007) provide another explanation as to why individuals with a mental illness are not easily integrated into the community. Ware et al. (2007) explained that many individuals with a SMI lack adequate income, personal relationships, and recognition and respect from others in the community. Social integration is a concept that

has been empirically investigated in hopes of combating negative connotations which have been attributed to individuals with a SMI.

One theory, known as the capabilities approach to human development, support the claim that social integration is not dependent on location and overall functioning, but rather on what people can actually do and be in everyday life. What individuals can do and be in life are reliant on having two things; competencies and opportunities, which are both provided by social environments (housing, community organizations and employment) (Ware et al., 2007). With regards to psychiatric treatment, social integration should lead to growth and development, rather than stabilization for individuals with SMI. The envisioned outcome of social integration and community connectedness is for the individual to flourish instead of simply function (Ware et al., 2007).

A key component to social integration is obtaining and retaining meaningful employment (Leete, 1992). Employment represents a vital part of acceptance and integration into the community because working is a valued role in society (Storey, 2000). Obtaining competitive employment can foster the development of a positive identity, self-esteem, self-worth and can aid in the reduction of mental illness symptoms that individual's experience (Moll, Huff, & Detwiler, 2003). Also, by obtaining employment, individuals will receive financial benefits which can reduce poverty and dependency that are experienced by individuals with a SMI.

The National Institute on Health reported in 2001 that there were approximately 44 million people who have been diagnosed with a mental illness, and approximately 4 million of those have been diagnosed with a severe mental illness (Donnell, Strauser, & Lustig, 2004). In the United States, approximately 75-85 percent of people who have a SMI are unemployed (Crowther, Marshall, Bond, & Huxley, 2001). Despite the high unemployment rates, empirical

evidence consistently show that most people with severe mental illness want to work in competitively integrated settings (Hatfield, Huxley & Mohamad, 1992).

Corrigan, Larrison, and Kuwabara (2007) offer one speculation as to why the unemployment rate is so high among individuals who have a SMI. Barriers that have been identified as detriments to employment success for individuals with a SMI include employment-related stigma and discrimination, despite legislation such as The Americans Disability Act of 1990 in the United States, which prohibits discrimination against people with mental disabilities (Goldberg, Killeen, & O'Day, 2005). Individuals who have a SMI are often portrayed in the media as being unpredictable, dangerous, evil, irrational, untrustworthy and unkempt, which may both reflect and contribute to community stigma, discrimination and avoidance from community members (Signorielli, 1989). In particular, perception of an individual as being dangerous likely leads to social rejection due to the generation of fear. The fear that someone experiences from another person will usually turn into avoidance behaviors (Corrigan et al., 2007).

Criminal History and Mental Illness

Fear that one may experience from a person with a SMI may be heightened when a criminal record is evident. Although many individuals with a SMI face discrimination, negative perceptions and ridicule from community members and organizations, there are many individuals who have a SMI and have had a past of criminal involvement who are facing double discrimination and negative perceptions from the public (Perkins, Raines, Tschopp, & Warner, 2009). Mental health centers are not only offering assistance and resources to individuals who have a mental illness, but to individuals who have a mental illness and a criminal past (Theriot, & Segal, 2005).

Criminal involvement is so relevant within the population of mental illness because individuals who have a mental illness face barriers to not only employment, but also to education and housing (Perkins et al., 2009). Individuals with a SMI are often forced to live in homeless shelters and often face unemployment, family turmoil and health issues. Researchers have suggested that due to these reasons, criminal involvement is going to be increased for this specific population (Fisher & Drake, 2007). Morrissey, Meyer, and Cuddleback (2007) reported that eighty percent of all detention centers in the United States involve individuals with mental illness, meaning that individuals with a SMI are jailed more than they are hospitalized.

Criminal history makes employment opportunities a challenge because even a minor infraction can have significant consequences when a client is trying to find employment (Perkins, et al., 2009). Finally, the type of infraction does play a major role on the degree of stigma that an individual faces when finding employment. Perkins, et al. (2009) found that applicants who had a prior misdemeanor (alcohol offense) elicited less stigma than applicants who had a prior felony (arson). Implications taken from this study is the importance for future research to investigate variables that will lessen the amount of stigma that an individual with SMI faces, regardless of the type of infraction.

Supported Employment

To combat stigma and discrimination that is experienced by individuals with a SMI or individuals who have a SMI and a criminal history when trying to find employment, a variety of vocational approaches have been utilized to help increase employment opportunities (Bond, Salyers, Dincin, Drake, Becker, Faser & Haines, 2007). These include prevocational training, skills training, sheltered workshops, job clubs, and career counseling (Bond et al., 2007). These different approaches are termed “train-place” models, which are designed to train people to

manage the symptoms of their disorder and then place them in a real world job (Corrigan & McCracken, 2005). All of these approaches assume that the individual will benefit from some form of training or instruction in an artificial setting before entering the competitive work force (Bond, 1992). However, this approach has been criticized because people are usually not motivated in artificial settings, work tasks rarely match the interests they have, and the skills they learn usually do not generalize. Other reasons are that people tend to lose interest and motivation in training and it is difficult to predict the skills that will be needed for a particular job (Becker & Drake, 2003). There is also little evidence that show train-place approaches really assist people in accumulating skills and obtain competitive employment (Becker & Drake, 2003). In conclusion, the assumption of the train-place model is that learned skills will transfer to different work situations. Unfortunately, for individuals who live with a major mental illness, this often is not the case.

A more recent paradigm, “place-train” strategies, instead promotes fast placement of individuals with a SMI in real-world work situations and then provides support, resources, and training to help the individuals manage their symptoms, and remain in those settings (Corrigan & McCracken, 2005). The rationale for implementing and utilizing the place-train strategy is it is impossible to know ahead of time what type of job an individual will obtain. It is also highly inefficient to train the person for the specific skill that will be needed to succeed in a certain job (Becker & Drake, 2003). Among the various place-train approaches that have been investigated in the literature, supported employment shows to be the only one that has empirical evidence to support its effectiveness in assisting individuals with SMI obtain competitive employment (Bond et al., 2006).

Supported employment promotes functioning in normal adult work roles and emphasizes swift placement in competitive jobs, with training and supports provided as needed after the individual has solidified a work site (Drake, Becker, Clark & Mueser, 1999). Under the supported employment model, clients work for pay, as regular employees in integrated settings that include nondisabled employees, and they receive support for as long as it is needed. Becker, Whitley, Bailey and Drake (2007) conducted a meta analysis and found that as of 2007, there were 14 reported randomized trials in different economies that support the claim that supported employment is more effective than the traditional train-place models. Becker et al., (2007) also found that 60 percent of the people who were in supported employment programs were able to secure a viable job. Although there was empirical evidence that supported employment programs work, before 2007, there was limited empirical evidence showing the long-term trajectories of individuals who were in supported employment. Becker, et al., (2007) revealed that the work trajectories for people with SMI who have participated in supported employment programs are positive.

Although supported employment has been implemented in many ways, Individual Placement and Support (IPS) is the most carefully studied specific approach (Drake et al., 1999). IPS is based on the premise that “working in regular community jobs with people who don’t have a severe mental illness enhances people’s lives, promotes wellness, and reduces stigma” (Becker & Drake, 2003, pg. 45). IPS integrates employment specialists to provide individuals with SMI with assistance in obtaining and maintaining competitive employment (Bond, 1998).

The IPS model is built around six main principles (Bond, 1998). The first principle is that rehabilitation is considered an essential part of mental health treatment rather than a separate service. The second principle of IPS is for individuals with SMI to obtain competitive

employment in work settings integrated in a community. Third, individuals who utilize IPS are expected to obtain jobs directly, instead of going through extensive training. The fourth principle states that vocational rehabilitation services are continuous and based in real work experiences in the community, rather than in artificial settings. The fifth principle is that each client of IPS will have time unlimited supports from the mental health team. The last principle is that services are based on consumer's preferences and choices.

The first documented study evaluating the IPS model was conducted in New Hampshire (Drake, Becker, Biesanz, Torrey, McHugo, & Wyzik, 1994). The study compared outcomes from a rehabilitative day program with a similar program in a nearby city after its conversion to the IPS model. The study showed that after 1 year, competitive employment rates in the IPS program increased from 25.4 to 39.4%. The employment rate did not change for the day treatment program (stable at 12%). There were also reports of high satisfaction among IPS clients, their families, and the mental health staff. The same clients who were part of the control group in the first study participated in a second study. In this study, the day treatment program was converted into an IPS approach (Drake & Becker, 1996). Impressively, just like the first study, competitive employment rates increased from 12.5% to 23.2%.

Bond et al., (2007) conducted a study comparing the IPS model with the diversified placement approach (DPA). The DPA model is a stepwise approach to employment that emphasizes work readiness. The researchers examined vocational outcomes for 187 clients with SMI. They found that the IPS model achieved a substantially higher rate of program retention than did DPA. Fewer IPS participants discontinued services over DPA participants and over the span of two years, IPS had significantly better competitive employment outcomes than DPA (75% vs. 33.7%).

Employment Specialists

The biggest benefit of the IPS is that the model is built around a multidisciplinary team approach which promotes the integration of vocational, clinical and support services (Becker & Drake, 2003). With this model, employment specialists join mental health treatment teams to implement the IPS program. The IPS unit consists of a supervisor, case manager, psychiatrist and an employment specialist who all work with the same client (Becker & Drake, 2003).

Employment specialists assist the clients in finding jobs in the community based on their interests, availability and skills. It is important for the specialists to take into account their personalities when trying to find them a job. It would not be beneficial for the client to obtain a job working at a desk all day if they are extremely energetic and always need to be moving. Finding employment for the client that involves constant moving, such as a delivery driver, will be better suited for the client's needs and will more likely lead to job satisfaction (Becker & Drake, 2003). When the client obtains a job, the specialist provides follow along support and works with the client on skills that the client would like to strengthen, such as social and performance skills.

Another important task that the employment specialist conducts is coordinating services with the clinical team. It is vital for the team to be on the same page so the client is not getting contradictory messages from the clinical and rehabilitation counselors, which may undermine the employment plan (Becker & Drake, 2003). When a client, who has been unemployed, returns to work, new clinical and vocational issues may surface. For this reason, it is extremely important for the employment specialist to understand all of the job tasks in order to provide adequate support. It is also extremely important for the clinician to understand how the new job creates stress and anxiety (Drake & Becker, 1996).

Another essential role that the job specialist plays involves mediation between the client and the client's supervisor. If the client is not performing up to the supervisor's expectations, the specialist will communicate with both the supervisor and the client to see if there is anything that can be done in order to increase job productivity. The following vignette illustrates the effectiveness and importance of an employment specialist.

Megan is a 46 year old woman who is utilizing IPS and her employment specialist to become gainfully employed in a competitive setting. Megan's biggest fear about going into an interview setting was how to explain the lengthy gap in her work history. By role-playing and rehearsing with the employment specialist, Megan developed a comfortable response to the dreaded question. The interview went well and Megan was hired as a secretary to work 5 hours a day for 3 days a week. After the first day Megan called the employment specialist in a panic. Megan told the employment specialist that she was not able to understand the phone system all day and was unable to transfer calls to her supervisor. The next morning before work Megan and the employment specialist met for coffee to talk about what happened and how to manage the problem. The specialist went with Megan to her place of employment and reviewed the job with Megan and her supervisor. It became clear that Megan was confused by the phone system along with the fast pace of activity in the office. With written instructions for the phones and an agreement with the supervisor to hold some of her filing for the next day, Megan went back to work and finished out the first week.

The above example illustrates the importance of the employment specialist because they are able to work with the clients and the supervisor to clear up any miscommunication and are willing to practice work based skills with the client so they feel more comfortable at their place of employment. Other roles that the employment specialist fulfill may be; developing the

worker-client relationship, assessing interpersonal problems, supporting vocational development and exploration, facilitating role transitions relating to employment, fostering the management of stressors, addressing the personal consequences of social and economic change and fostering personal development with implications for employment and work (Walsh & Walsh, 2003). Clients have stated that the ongoing support that they have received from their employment specialist was imperative in making successful transitions between jobs or from unemployment to employment (Becker, Whitley, Baily & Drake, 2007). Clients also stated that receiving support from their employment specialist helped them within their jobs, such as negotiating pay raises or changes in working environments (Becker et al., 2007).

Purpose of the Present Study

Although there has been good empirical support validating the effectiveness of the IPS model in assisting individuals with a SMI obtain employment, there has been a lack of scientific study focusing solely on the effectiveness of the employment specialist in assisting individuals obtain competitive employment. This study will examine the difference having an employment specialist makes to the perceptions of a prospective employer. Also, this study will investigate if having an employment specialist increases the chance of solidifying employment for a client who faces double discrimination (having a mental illness and a violent criminal history). If the study concludes that the employment specialist does improve the odds that an individual with SMI and a criminal history will be hired, the IPS model will receive further empirical support of the model's validity in helping individuals find successful employment in their journey of being reintegrated into the community. One factor that is expected to affect the odds of being hired would be the applicant's criminal history, specifically misdemeanor vs. felony criminal conduct. With little empirical data, a tentative hypothesis is that an adult male with schizophrenia who is

applying to a blue collar job, will receive higher hiring recommendations when he is referred to the job by his employment specialist over his friend, and when he has a misdemeanor in his criminal history rather than a felony. It is also predicted that there will be a significant source by criminal history interaction. It is hypothesized that there will be no significant impact on hiring recommendations when the applicant who has a nonviolent criminal history is referred by his employment specialist or his friend, but when the applicant has a violent criminal history, hirability will be greater when he is accompanied by his employment specialist than if he were referred by his friend.

Pilot Study

Because the present study would use original stimulus materials and dependent variables, a pilot study was conducted to determine the reliability of the dependent measure, to see if the manipulation of the independent variables was robust, and to make sure that the procedure would be easy to follow for the participants.

Method

Design

The design was a 2 (Criminal History: violent vs. nonviolent type of crime) x 3 (Referral to job: Referred by an employment specialist vs. a friend vs. a newspaper advertisement) between-subjects experimental design.

Participants

The participants for the pilot study consisted of 356 introductory psychology students at Ball State University. The treatment of participants was in accordance with the ethical standards of the American Psychological Association (APA), and was approved by Ball State University's Institutional Review Board (IRB). The participants were able to sign up and access the study from the Department of Psychological Sciences research webpage. Participation was in partial fulfillment of a requirement in the introductory psychology course.

Materials

Dependent Measure. The primary dependent variable for the pilot study was hirability, operationally defined as the degree to which a job applicant was perceived to have the knowledge, skills, abilities and other relevant criteria needed to successfully perform the given job. The scale to measure this construct was adapted from three previous studies. Four items

were used from Dunn, Mount, Barrick, and Ones (1995, see items 1, 3, 6, and 7 from *Appendix F*).

Along with those items, three items were used from Topor, Colarelli and Han (2007). The items were implemented to address the specific knowledge, skills, and abilities needed to perform the job under review. They were items 8, 9 and 10 from *Appendix F*.

Participants responded to the first 10 items using a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Items 1, 2, 3, 5, 6, 7, 8, 9 and 10 were calculated to be highly reliable ($\alpha=.93$). The final 5 questions from *Appendix F* were adapted from Gordon, Butchko and Biolo (2009) to measure the extent to which the participants believe that the future career success of the applicant will depend on effort, luck, difficulty of tasks on the job, ability to do the job, work based relationship with superiors and social based relationships with superiors. Participants responded to the items using a 9-point Likert scale, ranging from 1 (not at all) to 9 (very much).

Application. Six unique job applications were used to prime the participants before they completed the measures. In all six of the applications, Sam, the applicant, was a male in his 40's who was currently recovering from a mental illness. Sam had previous experiences with inpatient psychological treatment and was currently on medication to manage his symptoms. Within the six applications, the criminal history of Sam (violent vs. nonviolent) and the person referring him to the job (his friend vs. his employment specialist vs. a newspaper advertisement) were manipulated. In three applications, the applicant disclosed that he has had a violent criminal history by mentioning that he served six months in jail after hitting his neighbor with a baseball bat and breaking his collar bone after having an argument.

In the other three applications, the applicant disclosed that he had a nonviolent criminal history by mentioning on his application that he was caught spray painting the bathroom walls of a park building during the day and as a result had to serve six months of probation. Two of the six applications mentioned that Sam was referred to the position by his close friend, two mentioned that Sam was referred to the position by his employment specialist, and the final two applications mentioned that Sam was referred to the job by a newspaper advertisement.

Procedure

Participants completed the measures on-line and received course credit in their undergraduate psychology course for participating. After reading the consent form and agreeing to be in the study, the participants were asked to evaluate a potential applicant for a university landscape service position. The applicant was Sam, a man who was in his 40's who was currently taking medication to manage his mental illness. The participants were provided with one of six resumes describing relevant job qualifications and descriptions of the job duties associated.

After reading the description of the job opening along with Sam's application, the participants were asked to complete a survey relating to their impressions of the job applicant. After completing the survey, a set of manipulation questions were asked of the participants to see how much they could remember from reading Sam's application. After completing the manipulation check, a debriefing paragraph followed, which informed the participants of the real purpose of the study.

Pilot Study Results

Frequency tables were included from each question of the dependent measure in order to detect coding errors and to see if the participants passed the manipulation check, which consisted of getting items 1 through 5 correct from *Appendix F*. After looking at the frequency tables, 57.7 percent of the participants correctly answered question 4 from *Appendix F* and 51.5 percent of the participants answered item 5 correct. Due to the difficulty of these items, the operational definition of passing the manipulation check was changed to correctly getting items 1-3 correct only. After taking out the participants who did not successfully pass the manipulation check, 267 out of 356 participants were included in the data analysis.

After running the frequency tables, a Cronbach's Alpha was calculated to assess internal consistency of the scale. An Alpha of .785 was obtained on the items from the dependent measure, excluding item 4 (*Appendix F*), indicating good consistency.

Although the main effect for referral source was only marginally significant ($p=.08$), the interaction between referral source and history of violence was significant, $F(2, 261) = 2.53$, $p = .029$, $\eta^2 = .026$ (Table 1). Sam received a stronger recommendation to be hired for the job when he was referred by his employment specialist, especially when his criminal offense was a misdemeanor.

Pilot Study Discussion

From the results yielded in the pilot study, minor changes were created in the development of the methodology for the present study. The pilot study revealed that the newspaper condition had no effect, complicated the results and was theoretically not relevant. Due to this, the newspaper condition was eliminated. Also, the data was collected from introduction to psychology students for partial course credit. Participants like them do not have the level of training or experience to be put into the role of evaluating job applicants. From this, the study will employ human resource and industrial organizational psychology students because they will have developed skills which pertain to their major.

Third, the researcher determined after reviewing the results that there may be a potential mediating variable to explain the participants' overall rating of the applicant. For the present study, the researcher determined that their attitudes toward individuals with mental illness would mediate employers' evaluation of an applicant and how affirmative they are in making hiring recommendations. In order to measure this, a measure will be included in the present study that the participants will complete.

Finally, the pilot study employed a written vignette in order to present the information to the participants. A plethora of research has included vignettes depicting individuals with various mental health histories in order to measure mental illness stigma. Although the vignette is an efficient way to gather data, it may not be the most realistic approach (Brown, Evans, Esspenschade & O'Connor, 2010).

In order to move the paradigm beyond written vignettes and to potentially increase external validity of the study, participants will view a short video consisting of Sam talking about

his mental illness, criminal history and informing the participants as to why he should be hired for the job.

For this present study, the researcher hypothesized that an adult male with schizophrenia who is applying to a blue collar job, will receive higher hiring recommendations when he is referred to the job by his employment specialist over his friend, and when he has a misdemeanor in his criminal history rather than a felony. It is also predicted that there will be a significant source by criminal history interaction. It is hypothesized that there will be no significant impact on hiring recommendations when the applicant who has a nonviolent criminal history is referred by his employment specialist versus his friend, but when the applicant has a violent criminal history, hirability will be greater when he is accompanied by his employment specialist rather than his friend.

Method

Design

The design was a 2 (Vocational Support: Having the support of an employment specialist vs. having the support of a friend) by 2 (Criminal History: violent vs. nonviolent type of crime) between subjects experimental design.

Participants

A sample of 76 undergraduate and graduate students from Ball State University, a midsize university in the Midwest, was used in this study. Of the participants, 40 (52.6%) were male and 36 (47.4%) were female. With regards to year in school, 1 (1.3%) was in their first year at BSU, 6 (7.9%) were in their second year, 29 (38.2%) were in their third year, 29 (38.2%) were in their fourth year, 8 (10.5%) were in their fifth year, 2 (2.6%) were in their sixth year and there was 1 (1.3%) graduate student. Racially, this sample consisted of 65 (86.7%) Caucasians, 3 (4%) African Americans, 3 (4%) Hispanic/Latinos, 2 (2.7%) Asian/Pacific Islanders and 2 (2.7%) who identified as multiracial. Participants were enrolled in upper level courses in personnel, business administration, interviewing, marketing and industrial organizational psychology. The analysis was restricted to advanced academic standing participants (third year) so as to expect that each student had the opportunity to acquire some familiarity with the process of evaluating prospective employees. Additional information about the participants is included in Table 2. The treatment of the participants was in accordance with the ethical standards of the American Psychological Association (APA), and was approved by Ball State University's Institutional Review Board (IRB).

Materials

Background Information. Participants were asked to respond to basic demographical questions, adapted from Galka (2005), such as ethnicity, age and gender. Participants also indicated their current year in school, the total number of courses they have taken that are related to persons with disabilities, diversity, or social services (e.g., psychology, social work), and the total number of courses they have taken (including those in which they are currently enrolled) that are related to business practices (e.g., human resources, business administration and interviewing). Participants were asked whether they, or a family member, have a disability (physical or mental), whether they have worked/volunteered with or alongside persons with disabilities along with the regularity of their contact with a person with a disability.

Attitudes Toward the Reintegration of Persons with Disabilities (Attitude Scale). As discussed earlier, the researcher predicated that there may be a mediating variable that is impacting the overall evaluation of an applicant made by the participant, specifically, the participants' attitude toward the community reintegration of persons with disabilities via competitive employment. Levels of agreement with the 16 item measure created by Galka (2005) reflects ones belief in vocational rehabilitation for individuals with disabilities by being measured using a 7-point Likert-type scale rating from 1 (strongly disagree) to 7 (strongly agree). Individuals who have higher levels of agreement (scores ranging from 80-112) indicate that one possesses values consistent with those of supported employment. Scores also indicate that the individual believes that persons with disabilities should be encouraged to seek out employment in competitive settings. Individuals who score low on the scale (scores ranging from 16-48) indicate less favorable attitudes toward the vocational rehabilitation of persons with disabilities.

Dependent Measure (Hirability). The primary dependent variable was hirability, operationally defined as the degree to which a job applicant is judged to possess the knowledge, skills, abilities and other relevant criteria needed to successfully perform a given job. The scale to measure this construct was adapted from three previous studies. Four items were used from Dunn, Mount, Barrick, & Ones (1995) and were items 1, 3, 6 and 7 from *Appendix F*.

Along with those items, three items were used from Topor, Colarelli and Han (2007). The items were implemented to address the specific knowledge, skills, and abilities needed to perform the job under review. They were items 8, 9 and 10 from *Appendix F*.

Participants responded to the first 10 items using a 7-point Likert scale, ranging from 1 (strongly disagree) to 7 (strongly agree). Items 1, 2, 3, 6, 7, 8, 9 and 10 were calculated to be highly reliable ($\alpha=.904$). The final 5 questions from the measure were adapted from Gordon, Butchko & Biolo (2009) to measure the extent to which the participants believe that the future career success of the applicant will depend on effort, luck, difficulty of tasks on the job, ability to do the job, work based relationship with superiors and social based relationships with superiors. Participants responded to the items using a 9-point Likert scale, ranging from 1 (Not at all) to 9 (Very much).

Application. Four separate job applications were used to prime the participants before they completed the other measures. In all four of the applications, Sam, the applicant was a male in his 40's who was currently recovering from a mental illness. Sam had previous experiences with inpatient psychological treatment and was currently on medication to manage his symptoms. Within the four applications, the criminal history of Sam (violent vs. nonviolent) and the person referring him to the job (his friend vs. his employment specialist) was manipulated. In two applications, the applicant disclosed that he had a violent criminal history by mentioning that

he served six months in jail after hitting his neighbor with a baseball bat and breaking his collar bone after having an argument. In the other two applications, the applicant disclosed that he had a nonviolent criminal history by mentioning on his application that he was caught spray painting the bathroom walls of a park building during the day and as a result had to serve six months of probation. Two of the four applications mentioned that Sam was referred to the position by his close friend while the other two applications stated that Sam was referred to the job by his employment specialist. The applicant described his relationship with the person who referred him to the job and explained the role of that person along with his own qualifications and skills.

Video. A five minute video was produced and was shown to the participants. Four scripts were made and actors were employed from the theatre department at Ball State University. One actor employed portrayed Sam and the other actor portrayed both the friend and the employment specialist. Telecommunication students at Ball State University assisted in the recording and editing of the videos and the substance of the video was Sam discussing his background, why he was a good fit for the position and described the importance of the person who referred the job to him (role of the employment specialist vs. his friend) and his criminal history (misdemeanor vs. felony).

Procedure

Participation recruitment included, upon written approval from the course instructor (*Appendix A and B*), visiting individual classrooms to briefly introduce the study to potential participants (*Appendix C*). The participants were informed that they would receive extra credit for completing the study and at the end of the brief five-minute introduction, each potential participant received an information sheet (*Appendix D*) providing instructions on how to access the online survey. Upon accessing the secure website, the participants were randomly assigned to

one of the four conditions. Each participant read a consent form (*Appendix E*) outlining the procedure and perceived risks and benefits involved, and indicated, anonymously, their consent to participate. The form also included contact information for the researchers and the researchers' advisor to address any questions or concerns, as well as contact information for the IRB. After the participants were done reading, they saw two buttons at the bottom of the consent form. One said "I Agree" and when clicked revealed the study. If participants did not fully agree to the consent form and/or click the "I disagree" button, they were redirected and prevented from completing the study.

After giving consent, the participants read a short paragraph (*Appendix F*) informing them that the purpose of the study was to see how personnel decisions are made and examine perceptions and evaluations of job applicants.

The participants were then informed that they were going to evaluate a potential applicant for a university landscape services position (*Appendix F*). Within this information, the participants received a description of the job, duties to be performed and recommended qualifications that the applicant should possess. After reading over the job description, the participants reviewed one of four possible applications by clicking on a link (*Appendix F*). After reading over the application, the participants were instructed to click on another link which brought them to a page where they could watch the short five minute video (*Appendix F*). The researcher relied on the participants' self report as to whether they watched the video or not.

After reading over the application and watching the video, the participants completed the various measures presented, which were counterbalanced to control for possible carryover effects: Background Information (*Appendix F*), Attitude Scale (*Appendix F*) and the Dependent Measure (Hirability) (*Appendix F*). After completing the various measures the participants

answered questions which served as a manipulation check (*Appendix F*). After completing the manipulation check, the participants were shown a debriefing form (*Appendix G*) which explained to them the purpose of the project, gave them contact information for the principal investigator and gave them information for how they will receive their credit in their class.

Results

Reliability of Measures

Attitude Scale. Reliability analysis revealed that the 16-item Attitude Scale did not maintain internal consistency in this sample, Chronbach's $\alpha = .605$. After reviewing the inter-item correlation matrix, a factor analysis was performed on the 16 items and the results showed a primary (unrotated) factor on which items 2, 4, 9, 10, 14 and 15 loaded strongly (*Appendix F*). Those 6 items were included in the analysis and the remaining items were discarded. Reliability analysis revealed that the 6 item Attitude Scale did maintain internal consistency in this sample, Chronbach's $\alpha = .879$.

Dependent Measure (Hirability). Reliability analysis revealed that the 14-item measure had poor inter item correlations and to increase reliability of the measure, items 1, 2, 3, 6, 7, 8, 9, 10 and 11 (*Appendix F*) were included in the analysis and the remaining items were discarded. Reliability analysis revealed that the 9-item measure did maintain internal consistency in this sample, Chronbach's $\alpha = .904$.

Results of the Hypothesis

Hypothesis. It was proposed that there would be differences in hiring recommendations of an adult male with schizophrenia who was applying to a blue collar job. The hypothesis stated that the job applicant, who had a mental illness, would receive higher job recommendations when he was referred by his employment specialist over his friend, and when he had a nonviolent criminal history rather than a violent criminal history. A significant interaction was also hypothesized, in which there would be no significant impact on hiring recommendations when the applicant is referred by his employment specialist or his friend when he had a nonviolent criminal history, but when the applicant had a violent criminal history, hirability was

expected to be greater when he was accompanied by his employment specialist than if he were referred by his friend.

To test the hypothesis, a factorial analysis of variance (ANOVA) was conducted to investigate if there was a significant referral source main effect, a criminal history main effect and a significant referral source by criminal history interaction among the four group means from the 9-item dependent measure (hirability). The analysis showed that there was no significant main effect for the referral condition, $F(1, 66) = .321, p = .57$ or for the criminal history condition, $F(1, 66) = .047, p = .83$ and there was also not a significant criminal history by referral interaction, $F(1, 66) = .63, p = .42$ (Table 3).

Overall, Sam did not receive significantly higher hiring recommendations from the participants when he was referred by his employment specialist ($M = 49.18, SD = 7.74$) than when he was referred by his friend ($M = 48.08, SD = 8.98$). Also, Sam did not receive significantly higher hiring recommendations when he had a violent criminal past ($M = 48.83, SD = 8.54$) than when he had a non-violent criminal past ($M = 48.38, SD = 8.29$). Finally, the applicant (Sam) did not receive significantly different hiring recommendations when he had a violent criminal history and was referred by his employment specialist ($M = 48.58, SD = 8.43$) than when he was referred by his friend ($M = 49.05, SD = 8.86$).

The researcher hypothesized that the participants' attitudes concerning mental illness could be a confounding factor, which could have impacted the results. That is, if the participants already had positive attitudes towards individuals with mental illness, they may be affirmative in hiring the applicant without taking into account the person who referred them.

In order to reduce the error variance by incorporating information from the attitude scale, which was thought to be confounding the results, an analysis of covariance (ANCOVA) with the

attitude of mental illness as a covariate was performed. Since the factor analysis identified that six of the attitude variables formed a dimension, and had a moderately strong positive correlation to the hirability dependent measure ($r=.663, p=.000$), they were used as the covariate.

The analysis showed that there was not a significant referral main effect, $F(1, 62) = .87, p = .36$ or a criminal history main effect, $F(1, 62) = .25, p = .62$ and there was not a significant criminal history by referral interaction, $F(1, 62) = 1.88, p = .17$ but the attitude on mental illness measure, which was a covariate, was significant, $F(1, 62) = 51.66, p < .001$ (Table 4). Overall, Sam did not receive significantly higher hiring recommendations from the participants when he was referred by his employment specialist ($M = 49.13, SD = 7.92$) than when he was referred by his friend ($M = 48.29, SD = 9.028$). Also, Sam did not receive significantly higher hiring recommendations when he had a violent criminal past ($M = 49.00, SD = 8.76$) than when he had a non-violent criminal past ($M = 48.38, SD = 8.29$). Finally, the applicant (Sam) did not receive significantly different hiring recommendations when he had a violent criminal history and was referred by his employment specialist ($M = 48.40, SD = 8.86$) than when he was referred by his friend ($M = 49.50, SD = 8.89$).

When investigating the distribution of the sample for the dependent measure (hirability) (Figure 1), the distribution was positively skewed ($M = 48.61, SD = 8.36$) indicating that the participants were favorable in recommending Sam for employment regardless of the condition that they were randomly assigned to (The highest potential score a participant could have incurred was 65, while the lowest potential score was 9). When investigating the distribution of the sample for the attitudes on mental illness measure (Figure 2), the distribution was also positively skewed ($M = 35.24, SD = 5.93$) indicating that the sample had favorable attitudes

towards individuals with a mental illness (The highest potential score a participant could have incurred is 42, while the lowest potential score was 6).

Also investigated was the effect on hiring recommendations of personally having a disability or having a family member with a disability (physical or mental). Twenty seven of the participants reported that they had or a friend or family member had a disability. To test the proposed hypothesis, a factorial analysis of variance (ANOVA) was conducted to investigate if there were significant differences among the four group means from the 9-item dependent measure (hirability) with the attitude toward mental illness measure as a covariate and looking specifically at participants who have personal experiences with disability.

The analysis showed that there was not a significant referral main effect, $F(1, 22) = .29$, $p = .59$ or a criminal history main effect, $F(1, 22) = .41$, $p = .84$ and there was not a significant criminal history by referral interaction, $F(1, 22) = .66$, $p = .43$ but the attitude on mental illness measure, which was a covariate, was significant $F(1, 22) = 6.81$, $p = .016$ (Table 5). Overall, Sam did not receive significantly higher hiring recommendations from the participants when he was referred by his employment specialist ($M = 48.76$, $SD = 9.04$) than when he was referred by his friend ($M = 48.60$, $SD = 5.70$). Also, Sam did not receive significantly higher hiring recommendations when he had a violent criminal past ($M = 48.64$, $SD = 9.29$) than when he had a non-violent criminal past ($M = 48.77$, $SD = 6.31$). Finally, the applicant (Sam) did not receive significantly different hiring recommendations when he had a violent criminal history and was referred by his employment specialist ($M = 46.88$, $SD = 11.92$) than when he was referred by his friend ($M = 51.00$, $SD = 3.69$).

Also investigated was the effect on hiring recommendations of personally having worked/volunteered with or alongside persons with disabilities. Thirty nine of the participants

reported that they had worked/volunteered with someone who had a disability. To test the proposed hypothesis, a factorial analysis of variance (ANOVA) was conducted to investigate if there were significant differences among the four group means from the 9-item dependent measure (hirability) with the attitude toward mental illness measure as a covariate and looking specifically at participants who answered true to the demographic question.

The analysis showed that there was not a significant referral main effect, $F(1, 34) = .01$, $p = .94$ or a criminal history main effect, $F(1, 34) = .17$, $p = .68$ and there was not a significant criminal history by referral interaction, $F(1, 34) = 1.42$, $p = .24$ but the attitude on mental illness measure, which was a covariate, was significant $F(1, 34) = 21.38$, $p < .01$ (Table 6). Overall, Sam did not receive significantly higher hiring recommendations from the participants when he was referred by his employment specialist ($M = 49.14$, $SD = 8.48$) than when he was referred by his friend ($M = 48.11$, $SD = 9.05$). Also, Sam did not receive significantly higher hiring recommendations when he had a violent criminal past ($M = 48.67$, $SD = 8.45$) than when he had a non-violent criminal past ($M = 48.67$, $SD = 9.01$). Finally, the applicant (Sam) did not receive significantly different hiring recommendations when he had a violent criminal history and was referred by his employment specialist ($M = 47.92$, $SD = 9.47$) than when he was referred by his friend ($M = 50.60$, $SD = 5.27$).

Next, the researcher reviewed the responses from the three questions that served as a manipulation check. Fifty one participants correctly answered the three manipulation questions and a factorial analysis of variance (ANOVA) was conducted to investigate if there were significant differences among the four group means from the 9-item dependent measure (hirability) with the attitude toward mental illness measure as a covariate and looking specifically at participants who answered the three manipulation questions correctly.

The analysis showed that there was not a significant referral main effect, $F(1, 46) = .04$, $p = .85$ or a criminal history main effect, $F(1, 46) = .14$, $p = .71$ and there was not a significant criminal history by referral interaction, $F(1, 46) = .23$, $p = .64$ but the attitude on mental illness measure, which was a covariate, was significant $F(1, 46) = 57.86$, $p < .01$ (Table 7). Overall, Sam did not receive significantly higher hiring recommendations from the participants when he was referred by his employment specialist ($M = 50.54$, $SD = 7.43$) than when he was referred by his friend ($M = 48.89$, $SD = 9.39$). Also, Sam did not receive significantly higher hiring recommendations when he had a violent criminal past ($M = 51.26$, $SD = 8.31$) than when he had a non-violent criminal past ($M = 48.36$, $SD = 8.54$). Finally, the applicant (Sam) did not receive significantly different hiring recommendations when he had a violent criminal history and was referred by his employment specialist ($M = 51.18$, $SD = 7.12$) than when he was referred by his friend ($M = 51.33$, $SD = 9.59$).

As one final model, the factor of participants who stated that they have or know someone who has a disability and the factor of participants who stated that they have volunteered with individuals who have a disability, were included as fixed factors in a 2(referral) by 2(criminal history) by 2(personal experience) ANOVA. The results for these two tests came back as non significant.

Discussion

Review of Hypothesis/Summary of Results

This study investigated whether having an employment specialist increases the chance of solidifying employment for a client who faces double discrimination. Results showed that there were no significant differences among the four conditions, and failed to support the original hypothesis. Specifically, the applicant did not receive higher job recommendations when he was referred to the job by his employment specialist over his acquaintance when he had a violent criminal history. It is important to note that overall, the applicant did receive favorable hiring decisions from participants, regardless of the condition that they were assigned to and the importance of this finding will be discussed later in this section.

This study found that having regular contact with a person who has a disability made no difference in hiring recommendations regarding an applicant with a history of both mental illness and crime as indicated by responses on the 9-item Dependent Measure Scale. It is important to reiterate that regardless of previous history or contact that a person did/did not have with a person with a physical or mental disability; they were still favorable in hiring an applicant who had both a criminal history and a history with mental illness. The importance of this finding will also be discussed later in this section.

Interestingly, 41.3% of the participants stated that they have or know a family member who has a disability and 59.2% stated that they had worked or volunteered alongside someone who had a disability. With increased effort being devoted to vocational rehabilitation for persons with disabilities, having a high percentage of business students with relevant experience suggests a positive outlook for programs such as supported employment. Further, given that many of these business students will someday be employers, which potential employment specialists will work

with in order to assist their clients in solidifying employment as a part of becoming integrated back into the community, reassures an optimistic view of the future of vocational rehabilitation.

Although the results showed that there was not a strong effect in regards to the referral manipulation, there are many implications that can be drawn from this study. Participants in all of the conditions displayed an affirmative attitude towards the applicant and were favorable in hiring him for employment. One speculation is that this pattern may be the result of a generational switch in attitudes towards individuals with mental illness. A plethora of research has been produced in the past showing that individuals with mental illness are stigmatized in the community and this stigma leads to discrimination in housing, community involvement and employment. The results to this study could indicate that traditionally-aged college students may not be hypersensitive to individuals who have a mental illness and may be willing to give them a chance in relation to employment.

A second speculation is that the manipulation was not salient enough while the participants were filling out the measures and may not have been aware of the differences between the role of the employment specialist and the friend. While the participant was asked to read the application and watch the video, there was no way of knowing besides the participants self report, if they watched the video or not. A set of questions were established to make sure that the participant was aware of the manipulation check, but these questions were more reflective of the participant reading the application materials than viewing the video. The researcher was able to not include data from participants who self disclosed that they did not watch the video but there may have been a chance that they self reported that they did watch the video when in actuality they did not.

Third, since the sample for this study were college-aged students, although they have an interest in human resources and factors that go into hiring, they have not had an abundance of practical experience in hiring others. The participants may not have known the importance of the role the employment specialist plays in the hiring process because they may have never had personal experiences with the interviewing process and with an employment specialist. If the study used professionals in the community as the sample, the results may have been different.

This study consistently found covariate effects when looking at employment recommendations for Sam. The covariate that was found to be significant during data analysis was the 6 item scale that measured the individuals' attitudes toward mental illness. One implication from this finding is that the covariate supported the validity of the hirability measure because the measure did correlate with the participants' attitudes toward persons with mental illness. The findings also tend to indicate that prior attitudes of the employer are more important than having an employment specialist when a person with schizophrenia is trying to find work.

Another speculation as to why there were no effects within the referral condition could be that the participants identified more positive qualities in the applicant when he was referred by his friend over his employment specialist. In the condition when Sam was referred by his friend, the video displays Sam as being a loyal, kind and a family-oriented man. Sam's friend talks about their history growing up and how they enjoy bowling and fishing together and Sam's friend stated that he and his family were very welcoming of Sam and appreciate his friendship.

In the other condition, Sam is not seen in the same light and the employment specialist does not refer to some of Sam's personality traits that may lead one to think that he is caring, trustworthy and loyal. Although the researcher attempted to keep the scripts and conditions the same, there had to be some deviation in order for the manipulation to be salient to the

participants. One thinking process for some of the participants could be that since Sam has developed a caring and loyal friendship, maybe he is interpersonally competent and will perform well on the job, therefore recommending him for employment the same as when Sam is referred by his employment specialist.

Last, in relation to the referral manipulation, although the participants were inexperienced college students and the applicant had years of recovery along with medication compliance, making him different from most supported employment clients, it is still important to note the fact that having an employment specialist was no more effective than having a good friend there to provide support. Within the community, it is quite often the case that most individuals who have chronic schizophrenia do not have any friends like Eric, who play an important role in developing a long lasting and healthy relationship with individuals like Sam. Due to the fact that many individuals with severe mental illness lack strong interpersonal relationships, it may be extremely beneficial for them to have an employment specialist who will be able to work with them throughout the application process.

For this study, the researcher only had two conditions in relation to the referral manipulation and it might have been valuable to include a condition in which Sam was referred by a source that required less relationship building (a sibling talking on his behalf) than the other two conditions. The reason it may have been important is the fact that many people like Sam do not know anyone other than their providers, family members and other mentally disabled people. By adding this condition, it would have given the researcher a better idea as to the importance of having a significant person involved in the applicant's application process.

The results also showed that there was not a significant effect within the criminal history effect, which elicits numerous implications to explain the results. One possible explanation was

that the types of crimes were not considered serious infractions by the participants. There could have been numerous crimes to represent a misdemeanor and felony and the participants may not have considered hitting a neighbor with a baseball bat or spray painting walls to be dangerous crimes in which they would not want to hire the applicant.

Second, according to the application materials, the crimes happened in 2003, and Sam stated that he has not been in trouble with the law since. Due to this, criminal history might not have been an important factor for the participants when making a hiring recommendation because the applicant stated that since he has been seeking treatment and taking medication, he has not been in trouble with the law and he learned from his mistakes. It would be interesting to see how criminal history could have an impact on hiring recommendations if the applicants' criminal history is recent and involves crimes that differ in severity.

Third, according to the application materials, Sam stated that he has been in treatment and has been taking his medication which has helped him not experience a relapse in which he could have come into trouble with the law. Participants might have thought that since Sam was taking his medication and was seeking counseling, that his criminal history was not relevant when reviewing his application to make hiring recommendations.

A final implication as to why there was not a significant effect within the referral condition and criminal history condition could be that the sample size was not large enough. The researcher planned on having 200 participants, 50 per condition but due to the limited time, the researcher was not able to have 50 participants per condition. Also, after the researcher sifted through the data in which the participants did not pass the manipulation check, there was a lower sample size per condition. The sample size may not have been large enough for significant results to be obtained. Results from the pilot suggests that there is evidence that referral source

plays a significant factor in hiring recommendations, although there was not a strong effect. The current study also had low statistical power and it would be interesting to see how the results would differ if there were more participants in this study.

Limitations/ Internal Validity of the Strategy

One limitation from this study was the participants in which the researcher used for data collection. The participants were college-aged students and did not have extensive personal experience with hiring another for a job and did not have a complete understanding as to what factors went into the hiring process. Due to this, the results may not be generalizable to the rest of the population. Although this sample was affirmative in hiring the applicant for employment, this trend may not hold the same in other age ranges. Also, older individuals, whom have more experience could have employed their years of training and experience to determine if the applicant was fit for the job and what role the employment specialist had on their decision.

A second limitation was that the participant demographics were not generalizable to the rest of the American population. Ball State University is a predominantly white institution and the background information obtained from this sample is not consistent with the background information of the American public.

A third limitation involves the way the study was carried out. The experimental design had a high degree of internal validity by having control over many extraneous variables but it did not take into account all of the threats to internal validity. The participants were able to access the study from their own computer during any time of the day. This made it difficult for the researcher to control for extraneous variables and could not maintain a consistent protocol for the participants as they filled out the measures. Participants may have had questions regarding the wording of some of the questions and since the researcher was not there to clarify, some

questions might have been misinterpreted. Some of the participants could have taken the survey late at night, which may have impacted the amount of time and thought that they put into their answers.

A second threat to internal validity that was not accounted for by the experimental design was novelty effects. Some participants might have been experiencing a research study for the first time. There are many things that might be novel to them such as reading over the directions and forms and responding to numerous questions. All of these potential novel items might distract the participant away from the task at hand which will lead to inaccurate responses.

A third threat to internal validity that was not accounted for by the experimental design was demand characteristics. Although the study was using a cover story, some participants may have figured out what the purpose of the study was and tried to alter the results. Some participants might have played the role of the good participant and answered the questions in order to support what they thought the researchers' hypothesis was. The views that the good participants have might not reflect what they actually reported.

Another role that a participant may have played is the negative participant. Some participants might have felt that they were being forced into doing something that they did not want to do. Although it was voluntary, they were offered extra credit for participating. It could have been that the participant did not show an interest in the study but participated in order to receive credit. Due to this, it could have been that their goal for participating would be to finish the study in a quick manner. In order to do this, they might not have even read the questions read the application or watched the video and could have circled all ones or all seven's just to finish faster.

A final scenario that could have occurred was that the participants realized that it was not a real applicant applying to a hypothetical job opening. Actors were employed by the researcher during the creation of the video and the two male actors were both instructors on campus. It is an elective requirement for students to take an introduction to theatre course in which both instructors taught. Some of the participants self reported that they recognized the actors in the video as being their old instructors and this could have impacted the way they responded to the measures.

As was mentioned before, another limitation to the study was that the researcher was not able to create a scenario in which the participants had to read the application and watch the video in order to access the measures. The researcher was able to put a time limit on the application and after the time expired, the application would disappear but the researcher was not able to do this for the video. It could have been possible that the participants did not view the video and went straight to the measures. It is important to note that the researcher was able to make the online study work so that the participants were not able to go back to the previous page and look at answers that they previously reported.

Also as was mentioned earlier, the criminal history manipulation within the applicants' background may have not been salient enough for the participants to include as part of their decision process when making recommendations for hiring. There could have been other scenarios that could have been used to show the difference in severity of his criminal past and they could have been made more recent in relation to the time that Sam was applying for the job.

The experimental design also had strengths and weakness in relation to factors that affect external validity. With this method, there might have been a person by situation interaction. Because there was a diverse sample with different backgrounds and personality traits, different

types of people, such as those with the same personality trait might have responded differently to the same measure.

Along with setting factors, this method was vulnerable to procedure factors. Since there was only one set of operational definitions that were used for each hypothetical construct, the responses could have varied from participants from operational definition to operational definition. Replication would have to be done using different operational definitions of hirability to see if it does affect the outcome. There were also cultural factors that could have had an impact on the external validity of the experimental method. As was stated before, the participants were between the ages of 18-23 years old and were predominantly Caucasian. The results might be difficult to generalize not only to all college students but also to adults and professionals in the field of human resources because other cultural backgrounds were not accounted for. There may be some cultures that might respond differently to the questionnaire than middle class Caucasian Americans.

It must also be acknowledged that the information collected from participants was entirely self-report. It cannot be assumed that human resource students would actually behave in ways that are consistent with promoting integrated work by people with disabilities, or that social science students feel competent in understanding the human resource-related responsibilities with regards to hiring.

Recommendations for Future Research

This study is the first of its kind, and thus its implications and conclusions must be interpreted cautiously until replicated. There are many ways in which one could have conducted a study of this nature, and future research should focus on collecting data from community professionals who have both experience and knowledge to effectively review a potential job

applicant for a given job. Second, it is important for further research to collect data from a diverse sample in order to make it more generalizable to the population. It is crucial to gather data from professionals in the community who have diverse educational, ethnic and cultural backgrounds.

This study used vignettes of a hypothetical applicant who had a history of mental illness and criminal history. Future research should focus on finding ways to methodologically test the hypothesis without using vignettes in order to increase external validity and make the results more generalizable. Also, this study used InQsit, an online survey program, in order to collect data. Future research should explore other ways of collecting data and other types of designs in order to test the hypothesis besides using written applications and videos.

There also is a need for future research to manipulate the applicants' criminal history to make that condition more salient to participants. Future research can make the criminal history more recent and can change the story on how the applicant received a misdemeanor vs. a felony. In relation to mental illness, the applicant for this study was diagnosed with schizophrenia and had been seeking treatment and taking medication in order to manage his symptoms. It would also be interesting for future research to manipulate the applicants' history of his mental illness and change the symptoms that the applicant experiences to see if that has an impact on hiring recommendations for employment.

This current study asked the participants to rate a male applicant who was being referred by his male friend or his male employment specialist. It may be interesting to see if there is a gender difference between the applicant and the person who is referring the applicant and how that impacts hiring recommendations. Future research could have a female applicant who has a history of mental illness and a criminal past being referred to a job by her male friend vs. her

female friend and her male employment specialist vs. her female employment specialist. Finally, future research can manipulate the applicants' race to see if that factor impacts hiring recommendations.

Another direction for future research is changing the type of work that the potential applicant will be applying for. This current research had the male applicant apply to work at a landscape service at a university. It would be interesting to see how participants rate the applicant and take into account his/her criminal history and the person who is referring him/her if the tasks required for the job along with levels of education differed. Along with changing the type of work, it would also be beneficial for future research to change the dependent variable and to focus more on a hiring decision than overall ratings. Future research could do this by having two or three applicants with various backgrounds, one having a history of mental illness, and have the participant decide who to hire.

Also, this study revealed that an individual's attitude plays a big role in how they rate applicants. Future research should focus more on attitudes and how that impacts ones views on individuals with mental illness. Finally, it is important for future research to examine how the referral source is explained to participants. In this study, it seemed that the participants were just as willing to hire the applicant when he was referred by his friend versus his employment specialist. By finding a way to keep the condition as equal as possible but still having the participants realize the importance of the employment specials versus a friend would be extremely important for future research. In conclusion, it is extremely important for future research to continue to examine how employers perceive employment specialists in order to validate the importance that employment specialists have in assisting their clients obtain

competitive employment so they are able to become integrated back into society and begin their journey of living a life without stigma and discrimination.

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Table 1. Results from the pilot study

Tests of Between-Subjects Effects

Dependent Variable: Recommend

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	17.253 ^a	5	3.451	2.202	.054	.040
Intercept	5750.487	1	5750.487	3670.220	.000	13.49
source	7.939	2	3.969	2.533	.081	.019
violence	.005	1	.005	.003	.955	.000
source * violence	11.255	2	5.627	3.592	.029	.026
Error	408.934	261	1.567			.960
Total	6448.000	267				
Corrected Total	426.187	266				

a. R Squared = .040 (Adjusted R Squared = .022)

4. source of support * misdemeanor vs felony

Dependent Variable: Recommend

source of support	Misdemeanor vs. felony	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
friend	misdemeanor	4.250	.189	3.878	4.622
	felony	4.837	.179	4.485	5.189
ESS	misdemeanor	5.118	.215	4.695	5.540
	felony	4.800	.155	4.494	5.106
newspaper ad	misdemeanor	4.909	.218	4.480	5.338
	felony	4.667	.193	4.286	5.047

Table 2. *Participants' (N=76) Background Information*

Gender (%)	
Male	52.6
Female	47.4
Age (%)	
19	5.3
20	6.6
21	32.9
22	35.5
23 and older	19.7
Ethnicity (%)	
Caucasian	86.7
African American	4
Asian/Pacific Islander	2.7
Hispanic/Latino	4
Multiracial	2.7
Year in School (%)	
First Year	1.3
Second Year	7.9
Third Year	38.2
Fourth Year	38.2
Fifth Year	10.5
Sixth Year	2.6
Graduate Student	1.3
Extent of Contact PWD* (%)	
Daily	12
Weekly	14.7
Monthly	21.3
Every other month	12
Several times per year	18.7
Yearly	21.3
I/family member has a disability	
%- Yes	41.3
Worked with PWD*	
%- Yes	59.2
Number of Social Service Courses Taken	
Mean (SD)	5.4722 (24.63878)
Number of Business Courses Taken	

Mean (SD)

6.7639 (8.02898)

**PWD= Person with a disability*

Table 3. *Factorial ANOVA with the Hirability Measure as the Dependent Variable***Tests of Between-Subjects Effects**

Dependent Variable: Hirability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	70.462 ^a	3	23.487	.326	.806	.015
Intercept	164963.637	1	164963.637	2291.102	.000	34.2
Referral	23.096	1	23.096	.321	.573	.005
Criminal History	3.351	1	3.351	.047	.830	.000
Referral * Criminal History	45.513	1	45.513	.632	.429	.010
Error	4752.124	66	72.002			.990
Total	170257.000	70				
Corrected Total	4822.586	69				

a. R Squared = .015 (Adjusted R Squared = -.030)

Descriptive Statistics

Dependent Variable: Hireability

Referral	Criminal History	Mean	Std. Deviation	N
Employment Specialist	Violent	48.5882	8.42659	17
	Non Violent	49.7647	7.20702	17
	Total	49.1765	7.74390	34
Friend	Violent	49.0526	8.85986	19
	Non Violent	47.0000	9.26013	17
	Total	48.0833	8.98053	36
Total	Violent	48.8333	8.53731	36
	Non Violent	48.3824	8.29025	34
	Total	48.6143	8.36018	70

Table 4. *Factorial ANOVA with Attitude towards Mental Illness as a covariate*

Tests of Between-Subjects Effects

Dependent Variable: Hirability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2193.525 ^a	4	548.381	13.413	.000	.464
Intercept	372.865	1	372.865	9.120	.004	.128
Attitude (covariate)	2112.266	1	2112.266	51.663	.000	.455
Referral	35.148	1	35.148	.860	.357	.014
Criminal History	10.383	1	10.383	.254	.616	.004
Referral * Criminal History	76.866	1	76.866	1.880	.175	.029
Error	2534.893	62	40.885			
Total	163544.000	67				
Corrected Total	4728.418	66				

Descriptive Statistics

Dependent Variable: Hirability

Referral	Criminal History	Mean	Std. Deviation	N
Employment Specialist	Violent	48.4000	8.86244	15
	Non Violent	49.7647	7.20702	17
	Total	49.1250	7.92200	32
Friend	Violent	49.5000	8.89316	18
	Non Violent	47.0000	9.26013	17
	Total	48.2857	9.02797	35
Total	Violent	49.0000	8.75714	33
	Non Violent	48.3824	8.29025	34
	Total	48.6866	8.46420	67

Table 5. *Factorial ANOVA with Attitude towards Mental Illness as a covariate looking specifically at participants who stated that they have or know someone who has a disability*

Descriptive Statistics

Dependent Variable: Hirability

Referral	Criminal History	Mean	Std. Deviation	N
Employment Specialist	Violent	46.8750	11.92162	8
	Non Violent	50.4444	5.68135	9
	Total	48.7647	9.03832	17
Friend	Violent	51.0000	3.68782	6
	Non Violent	45.0000	6.78233	4
	Total	48.6000	5.69990	10
Total	Violent	48.6429	9.28694	14
	Non Violent	48.7692	6.31340	13
	Total	48.7037	7.84374	27

a. Disability = True

Tests of Between-Subjects Effects

Dependent Variable: Hirability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	485.538 ^a	4	121.385	2.397	.081	.304
Intercept	394.337	1	394.337	7.787	.011	.261
Attitude (covariate)	345.006	1	345.006	6.813	.016	.236
Referral	14.800	1	14.800	.292	.594	.013
Criminal History	2.055	1	2.055	.041	.842	.002
Referral * Criminal History	33.411	1	33.411	.660	.425	.029
Error	1114.091	22	50.641			
Total	65645.000	27				
Corrected Total	1599.630	26				

Table 6. *Factorial ANOVA with Attitude towards Mental Illness as a covariate looking specifically at participants who stated that they have volunteered or worked beside someone with a disability*

Descriptive Statistics

Dependent Variable: Hirability

Referral	Criminal History	Mean	Std. Deviation	N
Employment Specialist	Violent	47.9231	9.47331	13
	Non Violent	51.1250	6.64267	8
	Total	49.1429	8.47517	21
Friend	Violent	50.6000	5.27257	5
	Non Violent	47.1538	10.15584	13
	Total	48.1111	9.04816	18
Total	Violent	48.6667	8.45055	18
	Non Violent	48.6667	9.01295	21
	Total	48.6667	8.64302	39

a. Volunteered = True

Tests of Between-Subjects Effects

Dependent Variable: Hirability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1159.749 ^a	4	289.937	5.872	.001	.409
Intercept	3.406	1	3.406	.069	.794	.002
Attitude (covariate)	1055.773	1	1055.773	21.381	.000	.386
Referral	.314	1	.314	.006	.937	.000
Criminal History	8.397	1	8.397	.170	.683	.005
Referral * Criminal History	69.983	1	69.983	1.417	.242	.040
Error	1678.918	34	49.380			
Total	95208.000	39				
Corrected Total	2838.667	38				

Table 7. *Factorial ANOVA with Attitude towards Mental Illness as a covariate looking specifically at participants who passed the manipulation check*

Descriptive Statistics

Dependent Variable: Hirability

Referral	Criminal History	Mean	Std. Deviation	N
Employment Specialist	Violent	51.1818	7.12486	11
	Non Violent	50.0000	7.92675	13
	Total	50.5417	7.43072	24
Friend	Violent	51.3333	9.58534	12
	Non Violent	46.9333	9.06695	15
	Total	48.8889	9.38630	27
Total	Violent	51.2609	8.30781	23
	Non Violent	48.3571	8.54277	28
	Total	49.6667	8.47978	51

Tests of Between-Subjects Effects

Dependent Variable: Hirability

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	2079.126 ^a	4	519.782	15.770	.000	.578
Intercept	261.798	1	261.798	7.943	.007	.147
Attitude (covariate)	1907.029	1	1907.029	57.857	.000	.557
Referral	1.244	1	1.244	.038	.847	.001
Criminal History	4.634	1	4.634	.141	.709	.003
Referral * Criminal History	7.432	1	7.432	.225	.637	.005
Error	1516.207	46	32.961			
Total	129401.000	51				
Corrected Total	3595.333	50				

Figure 1. *Normal Distribution of the Sample on the Dependent Measure (Hirability)*

*Skew = -.502

Sample Distribution of Dependent Measure (Hirability)

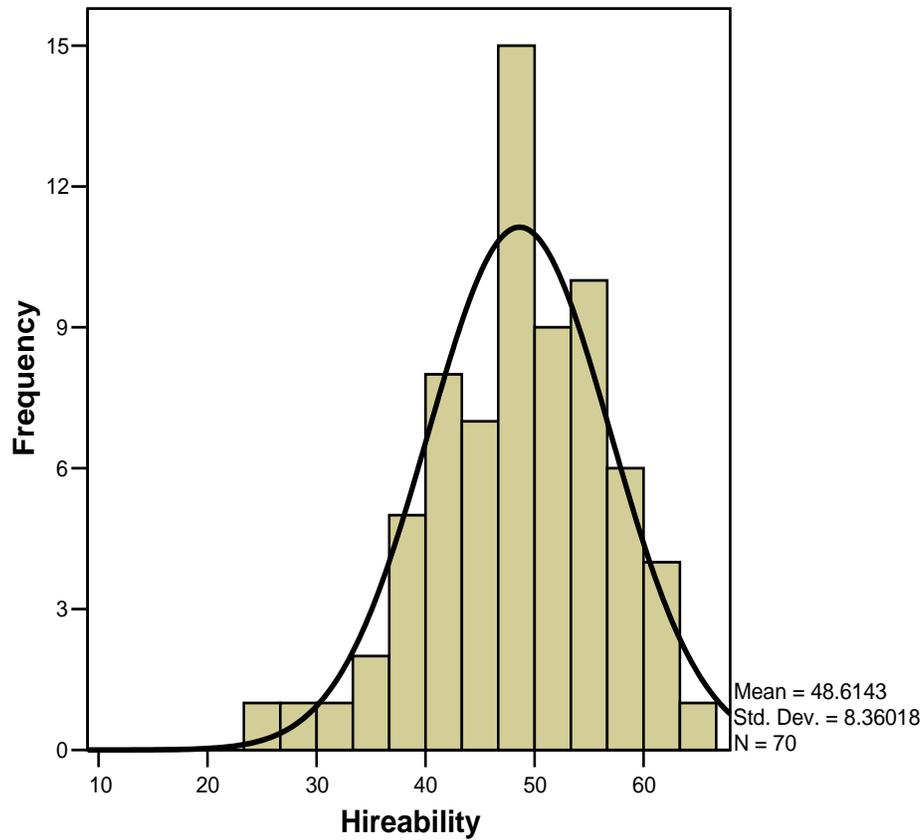
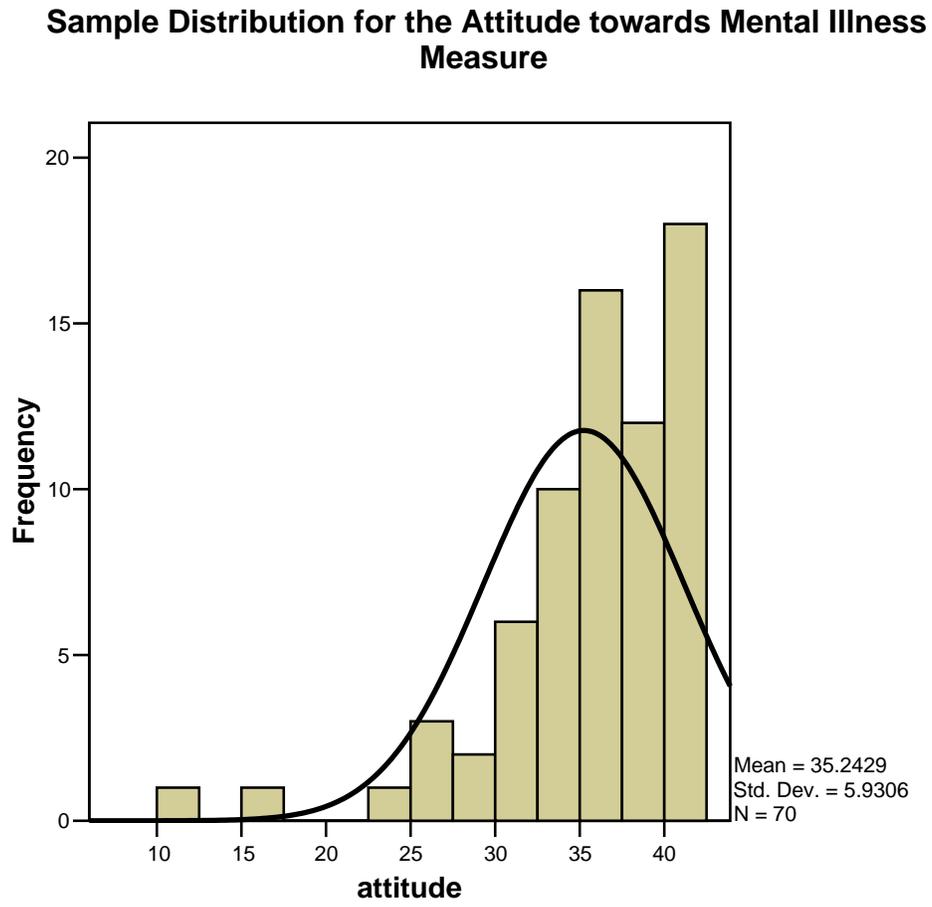


Figure 2. *Normal Distribution of the Sample on the Attitudes toward Mental Illness Measure*

*Skew = -1.8



APPENDICES

APPENDIX A

Solicitation letter to prospectus faculty members

January 06, 2011

Dear _____,

My name is Michael Butchko and I am a graduate student in Clinical Psychology in the Department of Psychological Science here at Ball State University. Under the supervision of Dr. David Perkins, I am currently collecting data for my master's thesis titled, "*The Impact of Employment Specialists in Helping Individuals with a Mental Illness Obtain Employment.*" I was referred to you by Dr. Paul Biner of the Department of Psychological Science, a member of my thesis committee, and would like to ask if students from your classes for spring semester could participate in my study for extra credit. The reason for my request, and the potential benefit to your students, is that human resource professionals and others in business settings will often evaluate job applicants and make hiring decisions, some of which will involve disability and a past history of criminal involvement, which are the focus of my study.

Pilot data consisting of 267 introductory psychology students shows that the stimulus materials and evaluation measures developed exclusively for this study have good reliability. What this study is lacking, however, is a large response from advanced students in human resource management. Thus, I would like to request an opportunity to visit your classroom this coming semester to introduce this study to potential participants. Other than the five minutes that I will spend introducing this study, no other class time will be used with regard to this research effort, as the survey is available for student completion *online*. All student responses will be anonymous and pending your approval, each participant will receive extra credit in your course. Completion of this survey by the pilot sample indicated that it takes, on average, about 30 minutes. At the end of the semester, I will be available to discuss the results of the study along with implications and future directions.

I am in the process of obtaining approval from the Institutional Review Board and the committee has requested that I receive written permission from each course instructor. If you are interested, I can email you more information about the study along with a permission form that you will fill out which gives me permission to visit your classroom and introduce the study to your students. If you have any questions, do not hesitate to contact me by email at mbsbutchko@bsu.edu. Thank you very much for your consideration of this collaborative research effort!

Sincerely,

Michael S. Butchko
Graduate Student
Department of Psychological Science
Ball State University

APPENDIX C

Protocol for Introduction of the Study

Step 1: Read the following verbatim:

My name is Michael Butchko and I am currently a second year graduate student in the Department of Psychological Science here at BSU. I am in the process of completing my Master's Thesis and am looking for individuals to participate in my study. Your faculty member has given me permission to offer you extra credit in this class for participating. I am interested in how personnel decisions are made in the workforce and due to your Major and the training that you have received; I believe you will find this study interesting and relevant to your career interests.

For this research study you will be asked to review the application of an individual for a job that has opened up here on campus and then give us your feedback. After reading over the job description, looking over the applicants' application, you will watch a short video, where the applicant was asked to talk about their motivations for applying and discuss any other information that they thought was pertinent. After viewing the video, you will complete an online survey that should take no more than 30 minutes. You will find some of these questions quite interesting given the training that you have received. Your participation in this study is completely voluntary and you will receive extra credit for your participation. All of the information that you will need to know about how to access the study is on the form I am about to hand out.

I am now going to pass out an instructions sheet. By accepting this, it does not require your participation. Please respond to the items in the most honest and thoughtful manner possible. If you have any questions, do not hesitate to contact the principal investigator; his email address is on the document that I am going to pass out now. Thank you in advance for your consideration to participate!

Step 2: Pass out instruction forms to students.

APPENDIX D

Information Form for Potential Participants
Ball State University

Your participation is completely voluntary and completion of this survey should take around 30 minutes. You are free to withdraw from the study at any time for any reason without penalty or prejudice from the investigator. You are also free to skip any items that make you feel uncomfortable.

To complete the online survey, you will need to use a computer with internet access. In the Internet address line, you will type in the following web address

<http://inquisitor.bsu.edu/inqsit/inqsit.cgi/perkins/butchko>

THE STUDY WILL ONLY BE AVAILABLE FROM 02/25/2011-03/25/2011

- 1) **You will be presented with a module. Click on this module and type in your ball state username and password. This information will only be used for tracking who has completed the study. IT WILL NOT BE ASSOCIATED WITH YOUR RESPONSES.**
- 2) **After logging in, please read the consent to participate form carefully as it provides you with important information about what you will be doing. After reading, please indicate whether you agree or do not agree to participate by clicking on the appropriate box.**
- 3) **After giving consent to participate, the study will become available to you. After completing the study your responses will be recorded and the principal investigator will be informed of your participation. The investigator will give your name to your instructor so he/she can give you extra credit for your course.**

Principal Investigator:
Michael Butchko
Graduate Student
Psychological Science
Ball State University
Muncie, IN 47304
Telephone: (651) 249-1384
Email: msbutchko@bsu.edu

Faculty Supervisor:
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Professor
Psychological Science
Ball State University
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APPENDIX E
CONSENT FORM

The Evaluation of Job Applicants

You are invited to participate in a research study that will examine perceptions and evaluations of job applicants. The purpose of this study is to see how personnel decisions are made. You were selected as a possible participant because of your enrollment in a course in the Department of Marketing and Management or the Department of Psychological Science. We ask that you read this form and ask any questions you may have before agreeing to be in the study. You must be 18 years or older to participate in this study.

Background Information:

The purpose of this exercise is to examine the way that personnel decisions are made. We are interested in the manner in which interviewers evaluate the applicants' competency to perform a job.

Procedures:

If you agree to be in this study, we would ask you to do the following things. You will be asked to read a brief description of a job opening on campus. You will then receive information regarding a job applicant's background (previous related work experience). After reading these materials you will be asked to watch a short video of the applicant. After watching the video you will be asked to rate the applicant on a variety of scales regarding your evaluation of their future performance on the job, their potential for advancement, etc.

Risks and Benefits of Being in the Study:

Risks for participating in this study are minimal. There are no risks beyond possible reactions, no more than expected in daily life, to case materials.

A benefit for participating in this study is to learn more about potential job applicants.

You will receive extra credit in your course upon completion of the measures.

Confidentiality:

The records of this study will be kept private. In any sort of report we might publish, we will not include any information that will make it possible to identify a participant and only researchers will have access to the records.

Voluntary Nature of the Study:

Your decision whether or not to participate will not affect your current or future relations with Ball State University. If you decide to participate, you are free to withdraw at any time without affecting those relationships.

Contacts and Questions:

Please feel free to contact the investigator or his advisor at any time before, during, or after the study. For questions about your rights as a research subject, please contact Research Compliance,

Sponsored Programs Office, Ball State University, Muncie, IN 47306, (765) 285-5070, irb@bsu.edu.

Principal Investigator:
Michael Butchko
Graduate Student
Psychological Science
Ball State University
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Telephone: (651) 249-1384
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Faculty Supervisor:
Dr. David Perkins
Professor
Psychological Science
Ball State University
Muncie, IN 47304
Telephone: (765) 285-1715
Email: dperkins@bsu.edu

Counseling services can be obtained from the Ball State counseling center (765-285-1736) in Lucina Hall room 320 if you develop uncomfortable feelings during your participation in this research project. It is understood that in the unlikely event that treatment is necessary as a result of your participation in this research project that Ball State University, its agents and employees will assume whatever responsibility is required by law.

If you would like a copy for your records, please email the lead investigator at msbutchko@bsu.edu.

By clicking "I consent" I agree that I have had the study explained to me and my questions have been answered to my satisfaction. I have read the description of this project and give my consent to participate.

APPENDIX F

The Evaluation of Job Applicants

The Purpose of this exercise is to examine the way that personnel decisions are made. We are interested in the manner in which interviewers evaluate the applicants' competency to perform a certain job based on the application of the individual.

Enclosed you will find application materials for a job applicant. **Your job is to review the materials and evaluate the applicant for the position described below.**

Landscape Services Employee

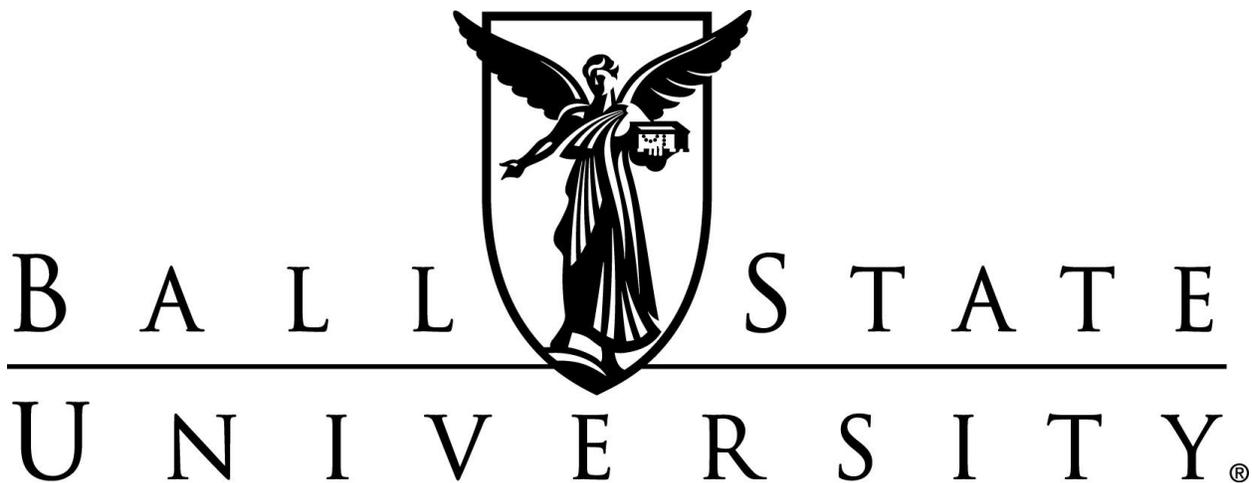
The job under consideration is full time employment through Ball State University. The mission for landscape service employees is to assist in improving the environmental quality of campus, expanding the education opportunities for students and faculty, enhancing the aesthetic appearance and maintaining the campus at the standard set forth in the university's landscape plan. This job entails the performance of a full range of services. Such tasks include; trash pickup, hand mowing, line trimming/edging, emptying trash containers, weeding, leaf removal and planting. Hours are Monday thru Friday 7:00-3:30 pm, with the possibility of overtime.

A qualified applicant must show ability to read and write competently in English and lift 50 pounds to shoulder height, with or without reasonable accommodation. Salary is competitive and commensurate with background and experience. **The suggested starting salary for the position is \$27,000**

After reading the application material you are to complete the attached evaluation questionnaire indicating your impression of the candidate.

Job Applications

Sam has a nonviolent criminal history and is referred to the job by his friend.



An Equal Opportunity Employer

Ball State is an equal opportunity employer. This application will not be used for limiting or excluding any applicant from consideration for employment on a basis prohibited by local, state, or federal law. Applicants requiring reasonable accommodation in the application and/or interview process should notify a representative of the organization.

Please print and fill out all sections

Applicant Information

Applicant Name: Sam R. Johnson

Home Phone: 612-348-2765

Date of Birth: 01/08/1963

Email Address: srjohnson@aol.com

Current Address:

Number and street: 408 South Junction Road, Apartment 203

City: Hayfield

State & Zip: Indiana, 47553

Explain how you found out about the opening?: I first found out about the job from my good friend , Eric Paitich. Eric and I have been friends for 20 years and we both belong to the same church. Eric has lived in the Muncie area for most of his life and knows about BSU, the jobs offered there and has passed on job related information to other people in the past.

Employment Positions

Position(s) applying for: Landscape Services Employee

What days and hours are you available for work? Monday-Friday, 7:00AM-3:30PM.

If hired, on what date can you start working? Immediately

Are you available to work overtime? [x] Y or [] N

Salary desired: \$ Negotiable

Personal Information:

Have you ever applied to / worked for BSU before? [] Y or [x] N

If yes, please explain (include date): _____

Do you have any friends, relatives, or acquaintances working for BSU? [] Y or [x] N

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High School:

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Number of years completed: 3 years

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Are you currently employed? [] Y or [] N

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Below, please describe past and present employment positions, dating back five years. Please account for all periods of unemployment.

Name of Employer: Green Value Nursery

Name of Supervisor: Matthew Swanson

Telephone Number: (218)-464-6696

Business Type: Tree Nursery

Address: 4155 North

City, state, zip: Centerville OH, 45874

Length of Employment (Include Dates): May 5, 1978-August 27, 1981

Position & Duties: Potted, fertilized and watered plants and trees.

Reason for Leaving: Seasonal/graduated from high school.

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Name of Employer: Target Corporation
 Name of Supervisor: Richard Haas
 Telephone Number: (713)-381-2241
 Business Type: Custodial
 Address: 7013 Camp 3 Road
 City, state, zip: Hamilton Indiana, 47559

Length of Employment (Include Dates): November 3, 1981- August 24, 1990
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Name of Employer: Cooper Waste Management
 Name of Supervisor: Carrie Mendal
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 Business Type: Waste Management
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 City, state, zip: Two Harbors IN, 47322

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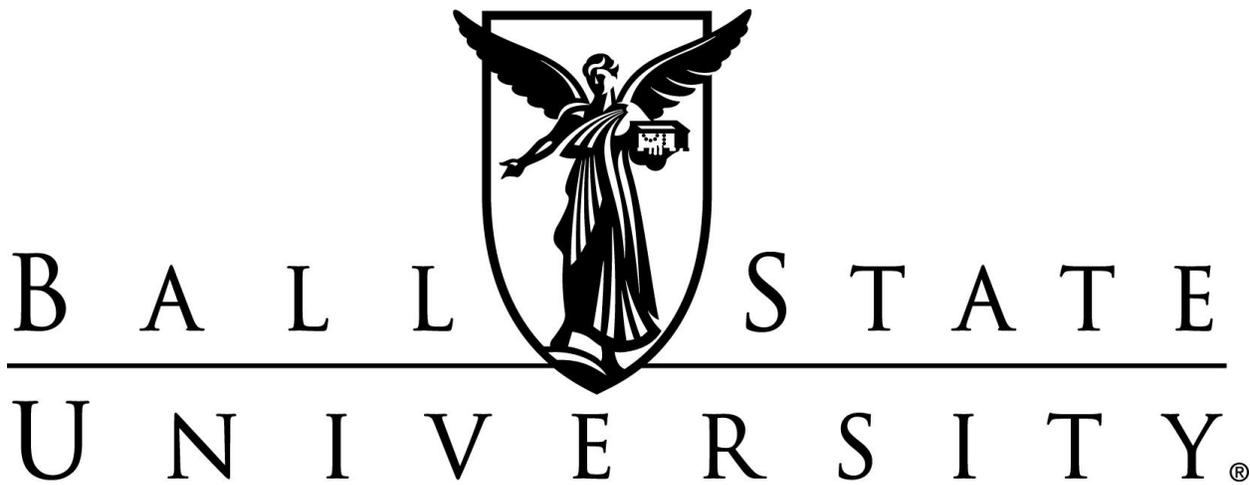
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Applicant's Electronic Signature: Samuel R. Johnson
Date: 09/15/2010

Sam has a nonviolent criminal history and is referred to the position by his employment specialist.



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Salary desired: \$ Negotiable

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If yes, please explain (include date): _____

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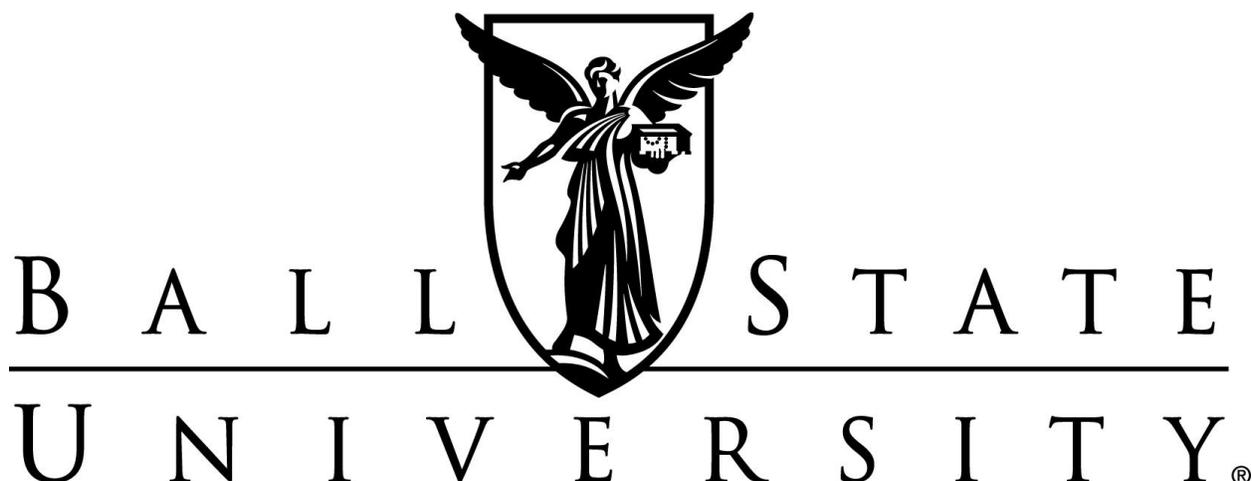
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Applicant's Electronic Signature: Samuel R. Johnson

Date: 09/15/2010

Sam has a violent criminal history and was referred to the position by his friend.



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Explain how you found out about the opening?: I first found out about the job from my good friend , Eric Paitich. Eric and I have been friends for 20 years and we both belong to the same church. Eric has lived in the Muncie area for most of his life and knows about BSU, the jobs offered there and has passed on job related information to other people in the past.

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Position(s) applying for: Landscape Services Employee

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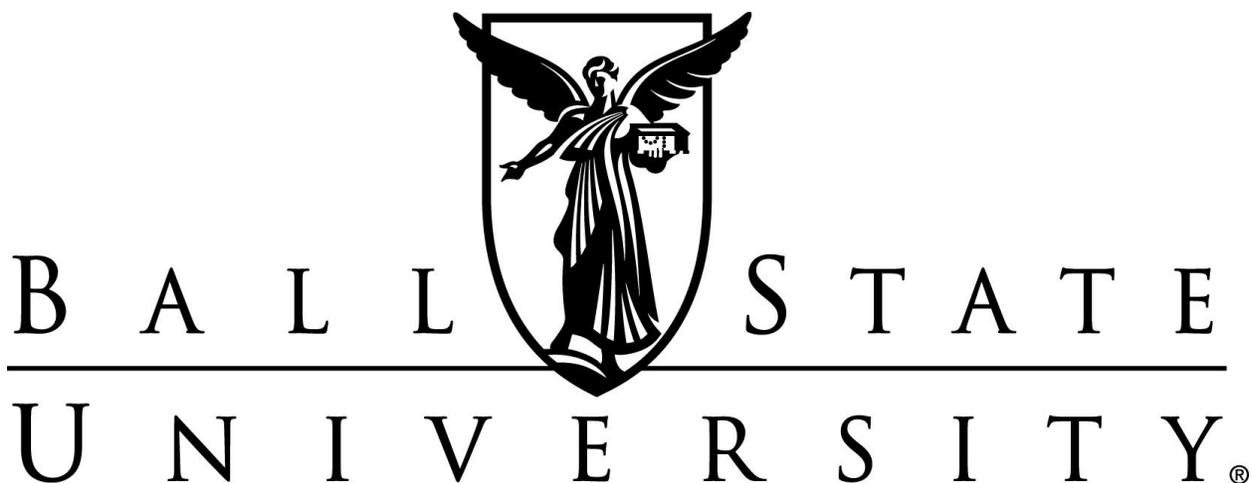
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Video Scripts

Employment Specialist/Violent Criminal History

Sam- Hi, my name is Sam and this is my employment specialist, Eric. We don't have a lot of time and so we will try to make this short. I have been asked to talk about anything that might help the hiring people when they review my application. Before I tell you, you are probably wondering who this is.

Eric- Good Afternoon, As Sam stated, my name is Eric and I am currently employed with Meridian Services here in Muncie. Allow me to further explain my role in this application process. As Sam said, I am his employment specialist and I was contacted by Sam's counselor six months ago and have been working with Sam to assist him in finding employment. As an employment specialist I am assigned to clients with psychiatric disabilities who are currently trying to find competitive employment. I work with clients in helping them find job openings, gain skills that will help them obtain a job and I continue to work with them while they are working. If the client is having trouble meeting the demands of the job, I work with him/her to address the situation and work collaboratively with their supervisor to make sure that the client is able to increase their working skills. As Sam's employment specialist, we have been working on skills that he will need for this job and I am willing to keep in contact with you to monitor Sam's progress and address any issues that may arise.

Eric- Sam, would you like to say anything to the personnel officer?

Sam- Looks flustered, trying to think of what to say.

Eric- Sam, it may be helpful if you talk about your experiences with landscaping.

Sam- Oh yea, that is what I wanted to talk about. I have had previous experience with what would be expected of me if I am hired. I have been cutting grass for a long time. I used to work at a plant nursery.....potting plants, fertilizing, watering and planting flowers. I was also in charge of cutting and watering grass. In another job I had working for Target as a custodian; I did my best..... emptying trash bins and cleaning the bathrooms. I am really hard working and do the best I can until it is done.

Sam- Becomes flustered again.

Eric- Sam, you should also tell them about what happened in 2003.

Sam- Okay. You will see on my application materials that I am honest. I got into trouble a couple of years ago when I got into an argument with my neighbor..... The argument was over his barking dog and while we were yelling he tried to spit on me. To get back at him, I picked up his baseball bat and I hit him hard on the shoulder and ended up breaking his collarbone. The police were called, I was arrested, charged and pled guilty to battery and served 30 days in jail. I have served my time and have been able to learn from my mistakes. I have not been in trouble since the event and I hope that it won't hurt my chances..... Another thing you may be questioning is

my mental illness. I want to let you know that I have been living with my mental illness my whole life and am currently taking medication which has really helped. My mental illness won't hurt my job performance because along with taking medication, I am also in therapy and am working with Eric and have not had another episode since 2003. Is there anything else I should say Eric?

Eric- I think you did a good job Sam.

Sam- Well, we have reached our time limit so all I have to say is that I have a long history of cutting grass and working outside and I am determined and able to work for your company. I would appreciate your consideration.

Employment Specialist/Nonviolent Criminal History

Sam- Hi, my name is Sam and this is my employment specialist, Eric. We don't have a lot of time and so we will try to make this short. I have been asked to talk about anything that might help the hiring people when they review my application. Before I tell you, you are probably wondering who this is.

Eric- Good Afternoon, As Sam stated, my name is Eric and I am currently employed with Meridian Services here in Muncie. Allow me to further explain my role in this application process. As Sam said, I am his employment specialist and I was contacted by Sam's counselor six months ago and have been working with Sam to assist him in finding employment. As an employment specialist I am assigned to clients with psychiatric disabilities who are currently trying to find competitive employment. I work with clients in helping them find job openings, gain skills that will help them obtain a job and I continue to work with them while they are working. If the client is having trouble meeting the demands of the job, I work with him/her to address the situation and work collaboratively with their supervisor to make sure that the client is able to increase their working skills. As Sam's employment specialist, we have been working on skills that he will need for this job and I am willing to keep in contact with you to monitor Sam's progress and address any issues that may arise.

Eric- Sam, would you like to say anything to the personnel officer?

Sam- Looks flustered, trying to think of what to say.

Eric- Sam, it may be helpful if you talk about your experiences with landscaping.

Sam- Oh yea, that is what I wanted to talk about. I have had previous experience with what would be expected of me if I am hired. I have been cutting grass for a long time. I used to work at a plant nursery.....potting plants, fertilizing, watering and planting flowers. I was also in charge of cutting and watering grass. In another job I had working for Target as a custodian; I did my best..... emptying trash bins and cleaning the bathrooms. I am really hard working and do the best I can until it is done.

Sam- Becomes flustered again.

Eric- Sam, you should also tell them about what happened in 2003.

Sam- Okay. You will see on my application materials that I am honest. I got into trouble a couple of years ago when I was caught spray painting the walls at a public restroom in a park.... The police were called and when they found me I tried to run. I got caught, a police report was filed and I pled guilty to criminal mischief and was sentenced to six months of probation. I have served my time and have been able to learn from my mistakes. I have not been in trouble since the event and I hope that it won't hurt my chances..... Another thing you may be questioning is my mental illness. I want to let you know that I have been living with my mental illness my whole life and am currently taking medication which has really helped. My mental illness won't hurt my job performance because along with taking medication, I am also in therapy and am

working with Eric and have not had another episode since 2003. Is there anything else I should say Eric?

Eric- I think you did a good job Sam.

Sam- Well, we have reached our time limit so all I have to say is that I have a long history of cutting grass and working outside and I am determined and able to work for your company. I would appreciate your consideration.

Friend/Violent Criminal History

Sam- Hi, my name is Sam and this is my friend, Eric. We don't have a lot of time and so we will try to make this short. I have been asked to talk about anything that might help the hiring people when they review my application. Before I tell you, you are probably wondering who this is.

Eric- Good Afternoon, As Sam stated, my name is Eric and I have known Sam for many years. I have lived here in Muncie my whole life and Sam and I grew up together. We have shared a lot of the same interests, such as bowling, fishing, and watching various sporting events on TV. Sam and I were on the same bowling team for 12 years and I have invited him out to my cabin on various occasions to fish. Over the years, Sam has become a family member to myself, my wife and our children and we enjoy the friendship that Sam gives to us. Over the years I have had the chance to get to know Sam and what he would be able to bring to your organization. Sam is a great guy and a hard worker and I know that he will be a good asset to your organization and I am here giving my full support in helping him find employment.

Eric- Sam, would you like to say anything to the personnel officer?

Sam- Looks flustered, trying to think of what to say.

Eric- Sam, it may be helpful if you talk about your experiences with landscaping.

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Sam- Becomes flustered again.

Eric- Sam, you should also tell them about what happened in 2003.

Sam- Okay. You will see on my application materials that I am honest. I got into trouble a couple of years ago when I got into an argument with my neighbor..... The argument was over his barking dog and while we were yelling he tried to spit on me. To get back at him, I picked up his baseball bat and I hit him hard on the shoulder and ended up breaking his collarbone. The police were called, I was arrested, charged and pled guilty to battery and served 30 days in jail. I have served my time and have been able to learn from my mistakes. I have not been in trouble since the event and I hope that it won't hurt my chances..... Another thing you may be questioning is my mental illness. I want to let you know that I have been living with my mental illness my whole life and am currently taking medication which has really helped. My mental illness won't hurt my job performance because along with taking medication, I am also in therapy and am working with Eric and have not had another episode since 2003. Is there anything else I should say Eric?

Eric- I think you did a good job Sam.

Sam- Well, we have reached our time limit so all I have to say is that I have a long history of cutting grass and working outside and I am determined and able to work for your company. I would appreciate your consideration.

Friend/Nonviolent Criminal History

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Sam- Becomes flustered again.

Eric- Sam, you should also tell them about what happened in 2003.

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Eric- I think you did a good job Sam.

Sam- Well, we have reached our time limit so all I have to say is that I have a long history of cutting grass and working outside and I am determined and able to work for your company. I would appreciate your consideration.

Background Information

The following 10 questions were designed to provide us with information that will help us describe the people who participated in this research. ALL INFORMATION IS ANONYMOUS. Please respond to each item by either filling in the blank or marking the appropriate answer.

1. How old are you (in years)?
2. Please indicate your gender.
 - A. Female
 - B. Male
3. What year are you in college?
 - A. First Year
 - B. Second Year
 - C. Third Year
 - D. Fourth Year
 - E. Fifth Year
 - F. Sixth Year
 - G. Graduate Student
4. Please indicate your race.
 - A. African American
 - B. White/Caucasion
 - C. Hispanic/Latin
 - D. Native American or American Indian
 - E. Asian/Pacific Islander
 - F. Multiracial
 - G. Another identity not listed here

Please indicate whether the following items are true or false for you personally.

5. I, myself have, or have a family member (or close friend) with a disability (physical or mental).
 - A. True
 - B. False
6. I have worked/volunteered with or alongside persons with disabilities.
 - A. True
 - B. False
7. I have worked/volunteered in a business setting (e.g., large or small business, retail).
 - A. True
 - B. False

8. How many courses have you taken (or are currently taking) that are related to persons with disabilities, diversity, or social services (e.g., psychology, social work)? Enter the number of courses in the space provided below.

9. How many courses have you taken (or are currently taking) that are related to business practices (e.g., marketing, business administration, sales, advertising)? Enter the number of courses in the space provided below.

10. Please indicate the extent that which you have personal contact with a person with a disability OUTSIDE of your classes.

- A. Daily
- B. Weekly
- C. Monthly
- D. Every other month
- E. Several times per year
- F. Yearly

Attitudes toward Mental Illness Measure

Directions

Please fill in the number that most clearly represents the extent to which you personally **Agree** or **Disagree** with the following 16 statements. Please answer with reference to people having either physical or mental disabilities.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

- 1)___ People with specific disabilities, such as mental illness, are generally all very similar with regard to abilities and vocational strengths.
- 2)___ People with disabilities (e.g., physical, mental) should have the opportunity to interact freely and frequently with non-disabled workers in the work setting.
- 3)___ While people with disabilities should be viewed in terms of their abilities, strengths, and interests, employers need to keep the other employees informed of the person's disability.
- 4)___ People with disabilities probably find community employment desirable and dream of contributing to their communities.
- 5)___ All employers should know about their employees' disabilities, regardless of what the employees want to share, for the employers' safety as well as the safety of the employees.
- 6)___ People with disabilities should not be responsible for meeting all of the requirements of the job and the work setting.
- 7)___ The effects of segregation probably promote personal growth and change in persons with disabilities.
- 8)___ Everyone has the right to participate, be employed, and be integrated in his or her community with access to adequate supports, except those with extremely severe disabilities.
- 9)___ People with disabilities should be encouraged to learn the skills they need to do meaningful work.
- 10)___ People with disabilities should have the opportunity to work in settings that are compatible with their values and strengths.
- 11)___ People with disabilities should have the opportunity for support services when they need them, except if the need arises beyond the typical "9 to 5" workday of most traditional service providers.
- 12)___ Family members of a person with a disability usually cannot contribute to the success of supported employment programs.

13)___ People with disabilities who are working should be treated as competent participants who have choices, yet must be guided and instructed when making important decisions.

14)___ People with disabilities should have access not only to employment, but also to career planning, job development, job placement, work supports, life-community supports, and career advancement.

15)___ People with disabilities who are working deserve to be respectfully connected to their communities.

16)___ People with disabilities should earn wages and benefits just slightly below those of co-workers without disabilities performing the same or similar jobs.

Dependent Measure (Hirability)

Please answer the following questions in a straightforward and honest fashion as if you were indeed actually reviewing the job applicant for the position described. Your answers will remain confidential; no one person's answer will be individually identified.

Evaluate the job applicant by indicating the extent to whether you agree or disagree on each of the statements (**Circle only one alternative**).

1. I would you **recommend** hiring this applicant for the position described.

Strongly Disagree	Moderately Disagree	Slightly Disagree	Neutral	Slightly Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

Please list, in order of importance, the three factors you feel are most responsible for your hiring recommendation of the applicant.

2. This candidate is **qualified** for the position described?

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

3. If hired, I believe that this person would perform well on the job outlined in this job description.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

4. Assuming that this applicant was subsequently hired by the university, what starting salary would you start the employee out at? (**Put in yearly salary**).

\$ _____

5. If hired, I believe that this person may engage in counteractive behaviors on the job (e.g. abuse of sick leave, unjustified tardiness, stealing equipment or merchandise from the university, violence against coworkers and rule breaking).

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

6. If my objective were to improve productivity of a team of workers, I would hire this person.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

7. I believe I would like to work with this person as a member of my work team.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

8. I believe that this person has the knowledge, skills, and abilities needed to perform their job successfully.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

9. It would be accurate to say that there is a good fit between this job applicants qualifications and the tasks that would be required of him on the job.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

10. This person has the potential to be a good employee.

Strongly Disagree	Moderately Disagree	Disagree	Neutral	Agree	Moderately Agree	Strongly Agree
1	2	3	4	5	6	7

To what extent do you believe that the future career success of this applicant will be due to each of the following? (**Circle one alternative for each item**)

11. Ability to do the job

Not at all								Very much
1	2	3	4	5	6	7	8	9

12. Difficulty of tasks on the job

Not at all								Very much
1	2	3	4	5	6	7	8	9

13. Effort (Hard Work)

Not at all								Very much
1	2	3	4	5	6	7	8	9

14. Work-based relationships with superiors

Not at all								Very much
1	2	3	4	5	6	7	8	9

15. Social relationships with superiors

Not at all								Very much
1	2	3	4	5	6	7	8	9

Manipulation Check (Pilot Study)

1. What job title was the applicant applying for?
A) Custodian C) Garbage man
B) Landscaping D) Gas station clerk

2. How did Sam find out about the job opening?
A) Friend C) Advertisement
B) Employment Specialist D) Girlfriend

3. What happened to Sam in 2003?
A) Married C) Hit his neighbor with a bat
B) Was caught spray painting walls D) Got divorced

4. What previous position did the applicant **not hold**?
A) Custodian C) Garbage man
B) Landscaping D) Gas station clerk

5. According to Sam's application, how many times was he in an inpatient mental health facility?
A) Three C) Twice
B) Five D) Once

Debriefing Form (Pilot Study)

Thank you for participating in the study. The applicant that you just read about was not a real applicant and the job that he was applying for was also not real. We were interested in looking directly at the role of employment specialists to see just how much of a vital role they play in solidifying employment for their clients. We were also seeing if having an employment specialist increases the chances of solidifying employment for a client who faces double discrimination (having a mental illness and a violent criminal history).

You just read one of six possible applications. Sam either had a violent criminal history (breaking a man's collar bone with a bat) or a nonviolent criminal history (spray painting walls in his old high school). Also, Sam either heard about the position from his friend, his employment specialist or he heard about the job from reading an advertisement. We hypothesized that if an adult male with schizophrenia, who is applying to a blue collar job, will receive more hiring recommendations when he has an employment specialist working with him than when he is applying to the job on his own. We also hypothesized that an adult male with schizophrenia and a violent criminal history who is applying to a blue collar job will receive more hiring recommendations when he has an employment specialist working with him than when he is applying to the job on his own. If you have any questions please feel free to contact the principal investigator

Manipulation Check

1. What job title was the applicant applying for?
 - A) Custodian
 - B) Landscaping
 - C) Garbage man
 - D) Gas station clerk

2. How did Sam find out about the job opening?
 - A) Friend
 - B) Employment Specialist
 - C) Advertisement
 - D) Girlfriend

3. What happened to Sam in 2003?
 - A) Married
 - B) Was caught spray painting walls
 - C) Hit his neighbor with a bat
 - D) Got divorced

4. How much did watching the video influence your decision about Sam?
 - A) A great deal
 - B) Somewhat
 - C) Not at all

5. How much did the content of the application influence your decision about Sam?
 - A) A great deal
 - B) Somewhat
 - C) Not at all

6. Please comment on what you thought of the video and how it might have impacted the decisions you made.

7. Please comment on what you thought of the written application and how it might have impacted the decisions you made.

8. After viewing the video of Sam and Eric, please comment on how the role of Eric might have impacted the decisions you made.

9. Have you ever seen either of the two individuals shown in the video around Muncie?
 - A) Yes
 - B) No

10. If yes, explain

APPENDIX G

DEBRIEFING INFORMATION

The Impact of Employment Specialists in Helping Individuals with a Mental Illness Obtain Employment
Ball State University

Overview: First, we would like to thank you for your participation in this study. The purpose of this research project was looking directly at the role of the employment specialist to see how much of a vital role they play in solidifying employment for their clients. We were also seeing if having an employment specialist increases the chances of solidifying employment for a client who faces double discrimination (having a mental illness and a violent criminal history).

You just read one of four possible applications. Sam either had a violent criminal history (breaking a man's collar bone with a bat) or a nonviolent criminal history (spray painting walls in his old high school). Also, Sam either heard about the position from his friend or his employment specialist. We hypothesized that if an adult male with schizophrenia, who is applying to a blue collar job, will receive more hiring recommendations when he has an employment specialist working with him than when he is applying to the job on his own. We also hypothesized that an adult male with schizophrenia and a violent criminal history who is applying to a blue collar job will receive more hiring recommendations when he has an employment specialist working with him than when he is applying to the job on his own.

Method: All participants' responses are anonymous, as was mentioned before. Responses will be computer scored in aggregate form: the responses you gave will be combined with the responses from everyone else. Again, your answers can not be matched to you.

Important Reminders: By informing you of the topic and methods used in this study, our hope is that you have learned something. If you are at all interested in learning more about supported employment or the importance of employment specialists, we encourage you to contact the principal investigator. We have found that in sharing information about what we are doing and why we would like you not to tell others about the purposes of the study, they are more likely to cooperate.

Please do not reveal anything about this project to other students who may participate. Prior knowledge of the project may bias participants' responses and would invalidate the study, and therefore your time here would not have been well spent.

If you have any questions, you are welcome to speak with the principal investigator, whose contact information is listed below.

Principal Investigator

Michael S. Butchko, Graduate Student
Department of Psychological Science

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