Perceptions of Comprehensive Guidance and Counseling Inventory: An Overview

The Perceptions of Comprehensive Guidance and Counseling Inventory (PCGCI; Sink & Yillik-Downer, 1999) was adapted from the Concerns Based Adoption Model (CBAM) developed by The Research and Development Center for Teacher Education at the University of Texas in Austin (Hord, Rutherford, Huling-Austin, & Hall, 1987; Stendera, 1991). The CBAM originated from research that identified successful change efforts. The underlying assumptions that define CBAM (and consequently the PCGCI) are:

1. Change is a process;
2. Individuals are responsible for change;
3. Each individual experiences the process of change in a unique manner;
4. Change requires developmental growth;
5. Change is best understood in operational terms; and
6. The facilitation should address the participants, the innovation, and the context of the change process (Stendera, 1991).

While the CBAM adheres to a developmental theory with seven stages of concern, our initial exploratory factor analysis revealed three major factors of the PCGCI including:

1. Task (How will using it affect me?);
2. Collaboration (I am concerned about relating what I am doing with what other counselors are doing.); and
3. Impact (How can I identify how this program affects students?).

While comprehensive guidance programs are being implemented across the nation (see Sink & MacDonald, 1998), and numerous efficacy studies have been conducted on school counseling services (e.g., Borders & Drury, 1992; Hughey, Gysbers, & Starr, 1993; Lapan, Gysbers, Hughey, & Arni, 1993; Lapan, Gysbers, & Sun, 1997; Prout & Prout, 1998; Scruggs, Wasielewski, & Ash, 1999; Whiston & Sexton, 1998), no research has been published on counselors' perceptions of this movement. By conducting a survey of counselors' perceptions at various phases of the development process, a more thorough understanding of the professional climate will be revealed. In addition, the PCGCI's psychometric properties can be further established for future research projects.

While the results of the PCGCI can further our understanding of the profession on a national level, it can also provide valuable information for the districts participating in the survey. The information obtained from the PCGCI permits program coordinators to identify which stage(s) counselors are in and to what degree they are affected by the process of change. Identifying these stages allows the facilitator to address the specific
needs of the participants. The information obtained from the Perceptions of Comprehensive Guidance and Counseling Inventory will permit implementation of comprehensive programs in a manner that is efficacious for the entire group.

For scoring procedures, the stages of concerns correspond to the PCGCI questions as follows:

1. Task: Questions 2, 4, 6, 8, 11, 17, 18, 19, 20, 22;
2. Collaboration: Questions 1, 3, 9, 10, 13, 21, 23, 24;
3. Impact: Questions 5, 7, 12, 14, 15, 16.

Scoring of the instrument will include obtaining Raw Scale Scores for all items (1 - 24), Raw Score Totals for all stages (1-3), Mean Scores for all stages (1-3), and plotting the Stages of Concern Profile obtained from the mean scores (Hord et al., 1987). Data will be collected from a stratified random sample of 1000 counselors across the nation, at various phases of program development. Both descriptive and inferential statistics will be used to analyze research questions such as:

- What are counselors' perceptions of comprehensive guidance and counseling programs?
- Is there a relationship between level of concern and development phase?
- Is there a relationship between professional background (educational specialty, years of experience) and level of concern?
- Is there difference between counselor caseload levels and perceptions of the importance of a comprehensive program?
- What are the psychometric properties of the PCGCI?

Conducting research using the PCGCI can provide a wealth of information on the perceptions of the comprehensive guidance and counseling movement. It can identify the pulse of the counseling community working from a comprehensive program, while adding to previous research (MacDonald & Sink, 1999; Sink & MacDonald, 1998) within the field.
References


