

THE APPLICATION OF COGNITIVE-BEHAVIORAL COUNSELING USING SELF-RESTRUCTURING TECHNIQUES FOR STUDENTS WHO SPEAK IN PUBLIC AT STATE HIGH SCHOOL 12 IN EAST LUWU

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Abstract

This study aims to examine the application of Cognitive Behavioral Counseling with Cognitive Restructuring Techniques in increasing students' confidence in public speaking at SMA Negeri 12 Luwu Timur. Specifically, this research sought to understand the overview of students' confidence before and after the intervention, as well as how the cognitive behavioral counseling with cognitive restructuring techniques was implemented. A quantitative approach with a Quasi-experimental design model and a nonequivalent control group design was used in this study. The research population consisted of 71 ninth-grade students, with a sample of 20 students divided into an experimental group and a control group, each comprising 10 students, selected through proportional random sampling. Data were collected using public speaking confidence scale instruments and observation guidelines, then analyzed using descriptive statistics and the Wilcoxon test. The research results indicate that at the pretest stage, the public speaking confidence level of students in both groups (experimental and control) was in the low category. However, after the intervention, the experimental group's confidence level showed a significant increase, reaching a very high category in the posttest, while the control group remained in the low category. The implementation of Cognitive Behavioral Counseling with Cognitive Restructuring Techniques was carried out through five structured stages: rational treatment, analysis of the counselee's thoughts, introduction and practice of coping thoughts (CT), shifting from negative thoughts to CT, and positive reinforcement and evaluation. Student participation during this process was recorded as high. The significant difference between the two groups indicates that the application of Cognitive Behavioral Counseling with Cognitive Restructuring Techniques is effective in increasing students' confidence in public speaking.

Keywords: Behavioral Counseling, Cognitive Restructuring, Self Confidence

Abstrak

Penelitian ini bertujuan untuk mengkaji penerapan Konseling Kognitif Behavioral dengan Teknik Restrukturisasi Kognitif dalam meningkatkan kepercayaan diri siswa berbicara di depan umum di SMA Negeri 12 Luwu Timur. Secara spesifik, penelitian ini ingin mengetahui gambaran kepercayaan diri siswa sebelum dan sesudah intervensi, serta bagaimana pelaksanaan konseling kognitif behavioral dengan teknik restrukturisasi kognitif dilakukan. Pendekatan kuantitatif dengan model Quasi experimental design dan desain nonequivalent control group design digunakan dalam penelitian ini. Populasi penelitian adalah 71 siswa kelas IX, dengan sampel sebanyak 20

siswa yang dibagi menjadi kelompok eksperimen dan kelompok kontrol, masing-masing 10 siswa, melalui teknik proporsional random sampling. Data dikumpulkan menggunakan instrumen skala kepercayaan diri berbicara di depan umum dan pedoman observasi, kemudian dianalisis menggunakan statistik deskriptif dan uji Wilcoxon. Hasil penelitian menunjukkan bahwa pada tahap pretest, tingkat kepercayaan diri berbicara di depan umum siswa pada kedua kelompok (eksperimen dan kontrol) berada pada kategori rendah. Namun, setelah intervensi, tingkat kepercayaan diri kelompok eksperimen mengalami peningkatan signifikan hingga mencapai kategori sangat tinggi pada posttest, sementara kelompok kontrol tetap berada pada kategori rendah. Pelaksanaan Konseling Kognitif Behavioral dengan Teknik Restrukturisasi Kognitif dilakukan melalui lima tahapan yang terstruktur: rational treatment, analisis pikiran konseli, pengenalan dan latihan coping thought (CT), perpindahan dari pikiran negatif ke CT, serta penguatan positif dan evaluasi. Partisipasi siswa selama proses ini tercatat tinggi. Adanya perbedaan yang signifikan antara kedua kelompok mengindikasikan bahwa penerapan Konseling Kognitif Behavioral dengan Teknik Restrukturisasi Kognitif efektif dalam meningkatkan kepercayaan diri siswa berbicara di depan umum.

Kata kunci: *Konseling Behavioral, Restrukturisasi Kognitif, Kepercayaan Diri*

INTRODUCTION

Formal education, particularly at the secondary school level, plays a highly strategic role in shaping high-quality human resources that are competitive and capable of adapting to the changing times. Schools serve not only as institutions for the transfer of academic knowledge but also as spaces for character building, the development of personal potential, and the holistic formation of students' personalities. This aligns with the mandate of Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, particularly Article 3, which states that the national education system aims to develop students' potential so they become individuals who are faithful and devout to God the Almighty, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. These national educational goals emphasize the importance of holistic student development, not only in intellectual aspects but also in emotional, social, and psychological aspects. One psychological aspect that plays a crucial role in supporting the success of the educational process is students' self-confidence.

Self-confidence is a crucial psychological factor in individual development, particularly during adolescence a phase of self-identity exploration. At this stage, students begin to develop an understanding of their own abilities, their potential, and how they perceive themselves within their social environment. Self-confidence serves as the psychological foundation that enables individuals to fully realize their potential. Individuals with high self-confidence tend to have faith in their abilities, are willing to face challenges, and are capable of making decisions independently. Conversely, individuals with low self-confidence often doubt their own abilities, fear failure, and tend to avoid situations that require the courage to perform or express themselves.

In the context of school education, self-confidence is closely linked to the learning process and students' academic development. Students with high self-confidence are generally more active in participating in learning activities, dare to ask questions when they do not understand the material, and are able to express their opinions in class discussions. Additionally, self-confident students are better able to develop communication skills, critical thinking, and problem-solving abilities—all of which are essential requirements in 21st-century learning. Teachers, as facilitators of learning, play a crucial role in creating a learning environment that supports the development of students' self-confidence. Teachers are expected not only to act as conveyors of learning materials but also as mentors who can motivate, guide, and help students develop their full potential (Harita et al., 2022).

In the school environment, students are expected to be active, creative, and capable of actively participating in various learning activities. One form of active student participation is the ability to speak in public, whether in the form of presentations, group discussions, or other activities involving verbal interaction. The ability to speak in public is an important skill that not only supports academic success but also serves as a vital foundation for students' future social and professional lives. Amilin (2016) states that the courage to speak in public, express opinions, and participate in discussions is an important indicator of the self-confidence possessed by students. Students with a high level of self-confidence tend to be able to convey ideas clearly, dare to express differing opinions, and handle criticism or feedback from others constructively.

Self-confidence is also closely linked to an individual's overall psychological development. Perry (2005) explains that self-confidence enables individuals to face various life challenges with an optimistic attitude and belief in their own abilities. Individuals with high self-confidence tend to have a positive view of themselves and are able to maximize their potential. Self-confidence also helps individuals develop resilience the ability to bounce back from failures or difficulties faced. Thus, self-confidence can be viewed as a key factor supporting an individual's success in various aspects of life, including in the field of education. Conversely, low self-confidence can have a significant impact on students' academic and social development. In an academic context, low self-confidence is often associated with low motivation to learn and declining academic performance. Research conducted by Stankov et al. (2014), Tavani and Losh (2003), and Al-Hebaish (2012) indicates that self-confidence has a significant relationship with students' academic achievement. Students with high self-confidence tend to have stronger learning motivation and demonstrate better academic performance compared to those with low self-confidence.

In addition to impacting academic aspects, low self-confidence can also affect students' social development. Individuals with low self-confidence often struggle to engage in social interactions, feel anxious when speaking in front of a crowd, and tend to avoid situations requiring intense social interaction. Research conducted by Siska et al. (2003) and Wahyuni (2014) indicates that low self-confidence is closely linked to the emergence

of interpersonal communication anxiety and public speaking anxiety. This condition can hinder the development of students' communication skills and limit their opportunities to actively participate in various school activities.

The phenomenon of low self-confidence among students, particularly in the context of public speaking, remains a significant issue in various educational institutions, including State High School 12 Luwu Timur. Based on interviews with guidance and counseling teachers and the distribution of a preliminary questionnaire conducted on February 17, 2025, it was found that approximately 34% of students fall into the low self-confidence category. Students in this category exhibit various symptoms, such as feeling hesitant when expressing opinions, experiencing nervousness during class presentations, fearing criticism or being laughed at by peers, and tending to withdraw from activities involving social interaction. Some students also revealed that they often feel unable to compete with peers perceived as smarter or more confident.

These symptoms indicate psychological issues related to how students view themselves and how they assess their own abilities. Many students hold negative beliefs about themselves, such as feeling that they are not smart enough, unable to speak well in public, or convinced that they will fail when attempting something challenging. These negative beliefs often manifest as automatic thoughts that are irrational or illogical. According to the theory developed by Aaron T. Beck and Albert Ellis, irrational thoughts or cognitive distortions are one of the primary causes of various psychological problems in individuals. Cognitive distortions can include unrealistic beliefs, excessive generalizations, and a tendency to evaluate oneself negatively without a strong basis.

In the context of students experiencing low self-confidence, cognitive distortions often manifest as thoughts such as "I'm bound to fail," "I can't speak well," or "others will surely laugh at me." These thoughts can influence students' emotions and behavior, causing them to become increasingly afraid to try or perform in public. Saphira (2020) explains that persistently maintaining a negative mindset can hinder an individual from developing their full potential, even though they actually possess sufficient abilities. Given that low self-confidence is often linked to irrational thought patterns, a counseling approach focused on changing these thought patterns becomes highly relevant to implement. One widely used counseling approach to address issues related to negative thought patterns is Cognitive Behavioral Therapy (CBT). CBT is a counseling approach that emphasizes the relationship between an individual's thoughts, feelings, and behaviors. This approach assumes that changes in an individual's way of thinking can influence changes in the emotions and behaviors they exhibit.

One technique frequently used in CBT is cognitive restructuring. This technique aims to help individuals identify negative or irrational thoughts that arise automatically, evaluate the truth of those thoughts, and replace them with more rational and adaptive thoughts. Jones (2020) explains that cognitive restructuring is a systematic process involving the identification of cognitive distortions, testing the reality of those thoughts, and developing

more realistic and constructive thought patterns. In an educational context, the application of cognitive restructuring techniques in guidance and counseling services can help students change their self-perception and boost their self-confidence when facing various challenging situations. Through the counseling process, students can learn to recognize the negative thoughts that arise when they have to speak in public, and then challenge those thoughts with more realistic evidence. Thus, students can develop new, more positive beliefs about their own abilities.

Previous research has shown that the CBT approach using cognitive restructuring techniques is highly effective in helping students overcome various psychological issues, including low self-confidence. Research conducted by Nevythalia Maheswari (2023) indicates that the application of CBT using cognitive restructuring techniques can significantly increase students' self-confidence levels. In that study, students who participated in counseling sessions demonstrated improvements in their courage to speak in public, their ability to express opinions, and a more positive attitude toward themselves. The study's findings suggest that interventions focused on changing thought patterns can serve as an effective strategy for boosting students' self-confidence. Therefore, the application of cognitive restructuring techniques in school guidance and counseling services holds great potential for helping students address issues of low self-confidence, particularly in the context of public speaking. Based on the above discussion, it can be concluded that self-confidence is a crucial aspect that needs to be developed in the educational process. Low self-confidence in students can have negative impacts on their academic and social development. Therefore, appropriate interventions are needed to help students address these issues.

The cognitive-behavioral counseling approach using cognitive restructuring techniques is one method that can be used to help students identify and change the negative thought patterns that cause low self-confidence. Thus, this study was conducted to test the effectiveness of applying Cognitive-Behavioral Counseling with Cognitive Restructuring Techniques in improving students' self-confidence when speaking in public at SMA Negeri 12 Luwu Timur. This study is expected to contribute both theoretically and practically to the development of guidance and counseling services in schools, particularly in efforts to boost students' self-confidence and support the optimal development of their potential. Additionally, the results of this study are expected to serve as a reference for guidance and counseling teachers in designing more effective intervention programs to help students overcome various psychological issues they face during the learning process.

METHOD

This study adopts a quantitative approach with a quasi-experimental design, specifically a nonequivalent control group design. This approach was chosen to examine the causal relationship between the treatment administered and its impact on the dependent variable by comparing the experimental group that received the intervention with the control group. The research location was State High School 12 Luwu Timur, selected due to its

accessibility and the presence of issues regarding students' confidence in public speaking. This study was conducted over approximately one month in 2025.

The independent variable in this study is Cognitive Behavioral Counseling with Cognitive Restructuring Techniques, which constitutes the intervention administered. Meanwhile, the dependent variable is Public Speaking Self-Confidence, measured as the outcome of the intervention. The study population comprised 71 tenth- and eleventh-grade students at State High School 12 Luwu Timur who were identified as having low self-confidence. From this population, 20 students were selected as the sample using proportional random sampling, then randomly divided into two groups (experimental and control) of 10 students each. The research procedure was divided into three main stages: preliminary, core, and termination. The preliminary stage included preparation and explaining the purpose of the treatment to the clients.

The core stage involved the implementation of Cognitive Behavioral Counseling using a structured Cognitive Restructuring technique, encompassing assessment, thought analysis, introduction to and practice of Coping Thoughts (CT), shifting from negative thoughts to CT, and positive reinforcement. The termination stage involves discussing achievements, follow-up, and providing motivation. The primary data collection instrument is the **Public Speaking Self-Confidence Scale**, developed by the researcher based on Lauster's theory (1987), consisting of 30 items that have been tested for validity and reliability (Cronbach's Alpha = 0.877, Very High category). Additionally, an observation sheet was used to record student participation and behavioral changes during the intervention. The collected data were analyzed using descriptive statistics to describe the initial and final conditions, as well as inferential statistics with the Wilcoxon test to test the hypotheses, given the relatively small sample size and the non-parametric nature of the data. The hypothesis testing criterion was to reject H₀ if the significance value (Sig) ≤ 0.05

RESULTS AND DISCUSSION

Descriptive analysis shows that at the pretest stage (April 28, 2025), students' confidence levels in public speaking in both groups (experimental and control) fell into the low category. The experimental group had an average score of 45.1 (very low), with 70% of respondents in the very low category and 30% in the low category. The control group had an average score of 60 (low), with 100% of respondents in the low category. Observed symptoms included feelings of shyness, lack of confidence, inferiority, nervousness, fear of being laughed at, and anxiety. After the intervention, the posttest results (May 27, 2025) showed significant changes in the experimental group. The average score increased to 103.5 (very high), with 60% of respondents in the very high category and 40% in the high category. In contrast, the control group showed only minor changes, with an average score of 64.2 (remaining low), where 60% of respondents remained in the low category and 40% in the moderate category. This indicates that the intervention successfully boosted self-confidence in the experimental group. Descriptive analysis of the respondents showed that in the experimental group, 6 students were from 10th grade and

4 from 11th grade, with a predominance of females (6 individuals). All respondents in this group showed a significant increase. In the control group, the number of 10th and 11th graders was balanced (5 each), with a predominance of females (7 individuals). Nine respondents showed a non-significant increase, and one respondent experienced a decrease.

The intervention in the experimental group was implemented through five structured stages based on the theories of Albert Ellis and Aaron Beck. The preparation stage involved providing instruments and determining the setting. The first session (April 30, 2025) included group formation, a transition phase, and initial assessment/diagnosis, during which participants identified their low self-confidence issues. The second session (starting May 4, 2025) was the core implementation phase, covering the analysis of the clients' thoughts (identifying negative thoughts such as "I'm too shy to speak in front of my friends"), the introduction and practice of coping thoughts (CT) (transforming negative thoughts into constructive ones, e.g., "I am capable of presenting the material well"), shifting from negative thoughts to CT, and positive reinforcement exercises. The third session (May 12, 2025) is a progress evaluation. The termination phase (May 27, 2025) involves a posttest and final reflection. Observation of student participation across the five stages showed a very high level of participation (100% of respondents were active in every session), indicating that the cognitive restructuring technique was well-followed by the clients. Hypothesis testing using the Wilcoxon test yielded significant results. The gain score for the experimental group was 58.4, far higher than the control group's score of 4.2. The z-test results yielded a Sig (2-Tailed) value of 0.000. Since the Sig value is < 0.05, the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. This means that the application of Cognitive Behavioral Counseling using Cognitive Restructuring Techniques significantly increased students' self-confidence in public speaking at SMA Negeri 12 Luwu Timur.

DISCUSSION

The pretest findings indicating low self-confidence among students align with the literature linking this condition to feelings of shame, inferiority, and anxiety (Djannah & Yulita, 2024). This low self-confidence hinders students in their interactions and academic performance. However, the posttest results for the experimental group showed a dramatic improvement, from the "very low" category to "very high." This improvement was due to the success of cognitive restructuring techniques in transforming students' irrational thought patterns into more constructive and rational ones, which subsequently positively influenced their behavior. This is consistent with the view that positive thoughts can shape good habits and reality (Santrock in Gestiardi & Maryani, 2020). Conversely, the control group, which did not receive the intervention, showed no significant changes, confirming that the intervention provided had a causal effect.

The issue of low self-confidence caused by irrational thought patterns at SMA Negeri 12 Luwu Timur requires an intervention focused on cognition. Cognitive Behavioral Counseling, which aims to transform irrational beliefs into rational ones (Ellis in Fatimah, Mauwardi, & Meilani, 2021), has proven relevant. Implementing the intervention through five structured stages

(rationalization, thought analysis, introduction to CT, transition to CT, and positive reinforcement) enables clients to identify and modify their negative thoughts. The high level of student participation during this process indicates acceptance and the effectiveness of cognitive restructuring techniques, consistent with Nevythalia Maheswari's (2023) research, which also found the effectiveness of these techniques in boosting self-confidence.

Statistical data analysis confirms that cognitive restructuring techniques are highly effective in enhancing self-confidence in public speaking. The rejection of the null hypothesis and acceptance of the working hypothesis indicate a significant effect of the intervention. The striking difference in *mean scores* between the experimental and control groups proves that the shift in thinking patterns from irrational to rational, facilitated by this technique, is directly correlated with increased self-confidence. These findings are supported by previous research linking high self-confidence to perseverance and academic achievement (Feld, Ruhland, & Gold in Ayun & Wibowo, 2020), as well as the effectiveness of cognitive restructuring in enhancing achievement motivation and self-confidence in public speaking (Gunawan & Raharja, 2022; Mirza & Sulistyarningsih, 2019). Thus, Cognitive Behavioral Counseling using Cognitive Restructuring Techniques has proven to be a valuable tool in school counseling services. Although it yielded positive results, this study has several limitations. First, limitations in facilities and infrastructure, as counseling was conducted in a classroom rather than a counseling room, which may have disrupted concentration. Second, the limited research duration (one month) may not be optimal for the counseling process, which ideally requires a longer duration. Third, the researcher's limited skills and competence as a counselor—who only followed the prepared scenario—potentially affected the depth of the intervention and the thorough resolution of the counselee's problems.

CONCLUSION

Research on the application of Cognitive Behavioral Counseling with Cognitive Restructuring Techniques to improve students' self-confidence in public speaking at State High School 12 in East Luwu yielded several important conclusions. First, an analysis of students' self-confidence levels showed that at the *pretest* stage, both the experimental and control groups fell into the low category. However, after the intervention, the experimental group experienced a significant increase, reaching the very high category in the *posttest*, while the control group remained in the low category. Second, the implementation of Cognitive Behavioral Counseling using Cognitive Restructuring Techniques was carried out in accordance with the designed procedures, encompassing five main stages, with a high level of student participation. Third, the research results statistically prove that the application of Cognitive Behavioral Counseling with Cognitive Restructuring Techniques is significantly effective in improving students' self-confidence in public speaking at State High School 12 Luwu Timur.

Based on these conclusions, several recommendations can be proposed. For counselors, it is recommended to adopt Cognitive Behavioral Counseling with Cognitive Restructuring Techniques as an effective service technique to boost students' self-confidence, as well as to consider its development in counseling action research for other issues. For school administrators, the results of this study are expected to serve as an

important consideration in developing a personal-social guidance model, given that increased student self-confidence in public speaking can positively contribute to academic achievement. Finally, for future researchers, it is recommended to further develop this study by incorporating other dependent variables and addressing the limitations identified in this study, such as optimizing facilities and the duration of the intervention.

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