



KANNUR UNIVERSITY
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(Abstract)

Scheme & Syllabus of the Certificate Programme in Cognitive Behaviour Therapy (CPCBT) offered by the School of Behavioural Sciences, Mangattuparamba Campus – Approved and Implemented with effect from the Academic Year 2025–26 – Orders Issued.

ACADEMIC J SECTION

ACAD J/ACAD J2/26825/2025

Dated: 01.09.2026

Read:-1. U.O No.Acad D/Acad D5/5675/2026 dated 15.03.2026

2. E-mail dated 15/12/2025 from the Head of the Department, School of Behavioural Sciences.
3. E-mail dated 26/02/2026 to the Dean, Faculty of Science.
4. E-mail dated 27/02/2026 from the Dean, Faculty of Science.
5. E-mail dated 03/03/2026 from the Head of the Department, School of Behavioural Sciences.
6. Orders of the Vice Chancellor in file no: ACAD J/ACAD J2/26825/2025 Dated 14.8.2026

ORDER

1. Commencement order of Certificate Programme in Cognitive Behaviour Therapy at School of Behavioural Science has been issued vide paper read (1) above.
2. As per the paper read (2) above, the Head, School of Behavioural Sciences, Mangattuparamba Campus submitted the Scheme & Syllabus of Certificate Programme in Cognitive Behaviour Therapy(CPCBT) offered in the School of Behavioural Sciences, Mangattuparamba Campus.
3. As per the paper read (3) above, the same was forwarded to the **Dean, Faculty of Science**, for remarks. The Dean suggested certain modifications regarding the use of the terminologies **“Course”** and **“Programme”**, as communicated vide paper read (4) above.
4. The Head, School of Behavioural Sciences, was intimated of the suggestions made by the Dean. Accordingly, the Head forwarded the **modified Scheme and Syllabus of the Certificate Programme in Cognitive Behaviour Therapy (CPCBT)** vide the e-mail cited as paper read (4) above.
5. The Vice-Chancellor, after considering the recommendations of the Dean and in exercise of the powers of the Academic Council conferred under Section 11(1), Chapter III of the Kannur University Act, 1996, read with all other enabling provisions, approved the Scheme & Syllabus of the Certificate Programme in Cognitive Behaviour Therapy (CPCBT) to be offered by the School of Behavioural Sciences, Mangattuparamba Campus implemented with effect from the 2025-26 admission. The Vice-Chancellor has further ordered to report the matter before the Academic Council of the University for ratification.



6. Scheme and Syllabus are appended to this University Order and uploaded on the University website (www.kannuruniv.ac.in) .
7. Orders are issued accordingly .

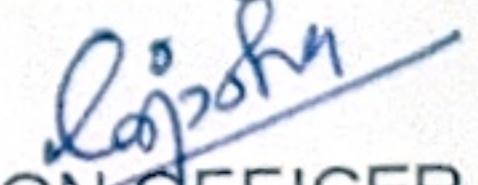
Sd/-

Bindu K P G
Joint Registrar (Acad)
For REGISTRAR

To: 1. The Head , School of Behavioural Sciences, Mangattuparamba Campus
2. Dean, Faculty of Science
3. DOA

Copy To: PS to VC / PA to Registrar
PA to CE
To Web Manager (to publish in the website)

Forwarded / By Order


SECTION OFFICER







Certificate Program in Cognitive Behaviour Therapy (CPCBT)

SCHEME AND SYLLABUS

**Academic Year 2025-26
School of Behavioural Sciences
Kannur University, Mangattuparamba Campus**

Certificate Program in Cognitive Behaviour Therapy (CPCBT)

Introduction

This certificate program is designed for qualified mental health professionals (e.g. psychologists, social workers, nurses) seeking advanced training in Cognitive Behaviour Therapy (CBT). The program integrates rigorous academic study with supervised clinical experience. Students engage deeply with core CBT models and techniques, developing “a systematic knowledge of CBT models and the ability to apply evidence-based interventions. Notably, CBT is widely recognized as a first-line, evidence-based therapy: it is “one of the most common and best-studied forms of psychotherapy” and is recommended for many mental health problems. By grounding the curriculum in current research and clinical guidelines, the course ensures relevance to contemporary practice. Graduates emerge prepared to meet the growing demand for effective psychological treatments in mental health services

Program Duration: 4 months

Program Goal: To equip students with a comprehensive understanding of the theoretical underpinnings of Cognitive Behaviour Therapy (CBT) and develop fundamental skills in applying CBT techniques to address a range of psychological issues.

Target Audience: Individuals interested in pursuing a career in mental health, including counsellors, social workers, nurses, educators, and those seeking professional development in evidence-based therapeutic approaches.

Prerequisites and other constraints

Students, who have completed bachelor's/Postgraduate degrees in Psychology/Clinical Psychology, Nursing, Social Work, Occupational Therapy, Teachers, or Speech and Language Pathology, and any degree in allied mental health field

Learning Outcomes: Upon successful completion of this certificate program, students will be able to:

- Understand the core principles and theoretical foundations of CBT.
- Explain the cognitive model and its application to various psychological disorders.
- Identify and assess maladaptive thought patterns and core beliefs.
- Develop skills in cognitive restructuring techniques.
- Apply behavioral techniques such as exposure therapy, activity scheduling, and relaxation training.
- Establish and maintain a therapeutic alliance within a CBT framework.
- Formulate CBT case conceptualizations.
- Understand ethical considerations in the practice of CBT.
- Recognize the cultural and individual factors that influence the application of CBT.
- Demonstrate basic skills in applying CBT techniques to common mental health challenges such as anxiety, depression, and stress.

PROGRAM DETAILS

The Certificate Program in Cognitive Behaviour Therapy (CPCBT) will be conducted over a 4-month duration. The certificate program will be regulated by the regulations of the certificate program of Kannur University.

EVALUATION

A total of 14 credits shall be the minimum for successful completion of the course. The evaluation of a course consists of two parts: Continuous Evaluation (CE) and End-of-Program Examination. The total weightage allotted for each paper shall be 100, with a maximum of 70% for continuous evaluation and 30% for the End-of-Program Examination. The duration of the end-of-program examination for each paper shall be for 1 hour with Multiple Choice Questions (MCQs). The minimum pass percentage of each course will be 40% and above (Grade Point 4.0 and above) (in both CE and End Program Evaluation) to complete the course. CE evaluation is based on the criteria outlined at the end of each course, and End of Course Evaluation will be based on written examination/project/clinical training completion at the end of the course.

Teaching Pedagogy

Teaching methods are expected to encourage proactive involvement of students and high level of participation, thus, shall involve interactive lectures (40%), independent learning (40%), and cooperative learning (20%). The interactive learning component will consist of lecture sessions, classroom exercises, and discussions. The independent learning component, on the other hand, shall include such exercises as independent reading and doing individual assignments in the form of behavioural assessments, behavioural intervention plan development, etc. Finally, the cooperative learning component involves doing assignments in groups.

It is envisaged that students will be guided to read, think, solve problems and actively participate in the learning process. This shall be attained through a mix of teaching methods, such as, lectures, projects, assignments, case studies, individual and group presentations, discussion, and fieldwork. The CPCBT will be covered Behaviour therapy, Cognitive therapy, Disorder Specific Cognitive Behaviour Therapy, and Project. Internship/Supervised Clinical Training will be an optional course for the students.

PROGRAM STRUCTURE

CERTIFICATE PROGRAM IN CBT

Course Code	Course Name	Credit Hours/Week			Assessment Weightage (%)		Credits	Contact Hours
		L	T	P	CE	ESE		
KUCPPSYBT01	Behaviour Therapy	2	-	2	70	30	4	90
KUCPPSYCT02	Cognitive Therapy	2	-	2	70	30	4	90
KUCPPSYDT03	Disorder Specific CBT	2	-	2	70	30	4	90
KUCPSECCS04	Communicative English and Soft Skills		2		100	-	2	30
KUCPPSYIT05	Internship/Supervised Clinical Training (Optional)*		2	2	100	-	4	90
Total							14	300
<i>*if students are selecting supervised clinical training as an additional course total credits will be calculated accordingly</i>								

BEHAVIOUR THERAPY

Course Name	Behaviour Therapy			Assessment		Total Marks
Credit	Teaching Hours			Weightage(%)		
4	L	P	T	CE	ESE	100
	2	2	0	70	30	

Course Introduction

This course provides a comprehensive introduction to Behaviour Therapy, a core component of Cognitive Behavioural Therapy (CBT). It explores the theoretical foundations, historical development, and practical applications of behavioural approaches in treating psychological disorders. Students will examine key concepts such as classical and operant conditioning, exposure techniques, behavioural activation, and skills training. Emphasis is placed on evidence-based interventions for anxiety, depression, phobias, and obsessive-compulsive disorder. Through case studies, supervised practice, and critical reflection, students will develop competence in formulating behavioural treatment plans and delivering interventions in clinical settings.

Course Objectives

To empower students to:

- Understand the definition and key concepts of behaviour therapy
- Describe the historical roots of modern cognitive behaviour therapy
- Describe how the behaviour of the patient is conceptualized in cognitive behaviour therapy
- Explain the process of behaviour therapy in a sequential order
- Describe different methods and instruments used behaviour therapy
- Conduct cognitive behavioral assessments following selected methods and tools
- Explain different behaviour therapeutic procedures and their utilities with different human problems in various settings
- Develop behaviour therapy intervention plans for assigned cases
- Explain the application of behaviour therapy in different settings-clinical and non-clinical

Course Outcomes

- Application of various behaviour therapy techniques and their utilities with different human problems in various settings.

Modules

Module 1: Introduction to Behaviour Therapy (10 Hrs)

- What is behaviour therapy?
- Historical precursors to modern behaviour therapy.
- Therapist-Client Relationship in Behaviour Therapy
- Antecedents of Contemporary Behaviour Therapy
- Overt and Covert Behaviour, ABC model.

Module 2: Process of Behaviour Therapy, Behavioural Assessment (20 Hrs)

- The Process of Behaviour Therapy: Clarifying the problem, Formulating initial treatment goals, Identifying and maintaining conditions, Designing and implementing treatment plans, Evaluation and follow-up.
- Application of Behaviour Therapy in different settings: Clinical, Rehabilitation, School, Industrial, and Community settings. What constitutes effective Behaviour therapy?
- Multimethod and multimodal assessment, Characteristics of behavioural assessment, Behavioural interviews, Direct self-report inventories, Self-recording, Behavioural checklists and rating scales,
- Systematic naturalistic observation, Simulated observations, Role-playing, Functional behavioural assessment. Behavior analysis

Module 3: Behaviour Therapies (15 Hrs)

- Acceleration behaviour therapy (stimulus control, reinforcement, modeling, prompting, shaping, cueing, and chaining).
- Deceleration behaviour therapy (differential reinforcement, punishment and aversion therapy).
- Combining reinforcement and punishment (token economy, contingency contract, and behavioural parent training).

Module 4: Exposure Therapies (15 Hrs)

- Exposure therapy (brief/graduated)
- Exposure therapy (Prolonged/intensed)
- Modeling therapy
- Social skill Training in clinical settings

Essential Reading References:

- Bandura, A. (1969). *Principles of behaviour modification*. New York: Holt, Rinehart, & Winston
- Haynes, S. N. & O'Brein, W. O. (2000). *Principles and practices of behavioural assessment*. New York: Plenum/Kluwer Press
- Leahy, R.L (2004). *Contemporary Cognitive therapy Theory, Research, and Practice*, Guilford press, New York

Additional Reading references:

- Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel
- Lambert, M.J(2004).*Handbook of psychotherapy and behaviour change*, 5th ed, John Wiley and sons: USA
- Miltenberger R.M (2008). *Behavior Modification: Principles and Procedures*. Fourth edition Thomson Higher Education, USA
- Nelson, R. O., & Hayes, S. C. (Eds.) (1986). *Conceptual foundations of behavioural assessment*. New York: Guilford Press.
- O'Donohue, W. & Kitchener, R. (Eds.) (1999). *Handbook of behaviourism*. New York: Academic Press.
- O'Donohue, W. (Ed.) (1998). *Learning and behaviour therapy*. New York: Allyn & Bacon.
- O'Donohue, W. T., & Fisher, J. E. (2009). *General principles and empirically supported techniques of cognitive behavior therapy*. John Wiley & Sons, Inc.
- Skinner, B. F. (1974). *About behaviourism*. New York: The Free Press

- Richard, D. C. S., & Huprich, S. K. (Eds.) (2009). *Clinical psychology: assessment, treatment, and research*. Burlington, MA: Elsevier
- Spiegler, M. D., & Guevremont, D. C. (2010). *Contemporary behaviour therapy*, Belmont, CA: Wadsworth.
- Watson, T. S., & Steege, M. W. (2009). *Conducting school-based functional behavioural assessments: a practitioner's guide* (2nd ed.). New York: The Guilford Press.

Evaluation Pattern

The course follows a continuous evaluation system with 70% weightage on internal components and 30 % on the end-term examination. The internal component consists of a series of assignments which will be spread throughout the course.

Evaluation Matrix

Area	Weightage
Classroom Activity/Participation in academic activities/Attendance	10%
Individual assignments/Case based learning/Presentations	10%
Assignments/Debate/Discussions/Mini Projects	15%
Quiz (Minimum 4 Quiz)/Mini Projects	15%
Open book/Take home exam/Individual case presentation/Quiz	20%
End Term Exam- MCQ Based Online/Written	30%
Total	100%

The assignments involved in the CE will be subject to plagiarism checks. A submission with unexplained similarities exceeding 15% for diploma courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

COGNITIVE THERAPY

Course Name	Cognitive Therapy			Assessment Weightage(%)		Total Marks
Credit	Teaching Hours					
4	L	P	T	CE	ESE	100
	2	2	0	70	30	

Course Introduction

This course provides an in-depth exploration of Cognitive Therapy, a core component of Cognitive Behavioural Therapy (CBT). Developed by Aaron T. Beck, Cognitive Therapy focuses on understanding and modifying the maladaptive thinking patterns that underlie psychological distress. Students will engage with central concepts such as cognitive distortions, automatic thoughts, dysfunctional assumptions, and core beliefs. Emphasis is placed on collaborative empiricism, guided discovery, and the use of structured interventions that help clients evaluate and reframe unhelpful cognitions. The course combines theoretical instruction with clinical case analysis and supervised skills development. Through practice-based learning, students will acquire the ability to develop cognitive case formulations and deliver effective cognitive strategies for a range of psychological disorders, including depression, anxiety disorders, and personality difficulties.

Course Objectives

To empower students to:

- Develop a comprehensive understanding of the theoretical foundations and principles of Cognitive Therapy, including its origins, development, and integration within the broader CBT framework.
- Train students in identifying and evaluating automatic thoughts, cognitive distortions, and core beliefs that contribute to psychological distress across a range of mental health disorders.
- Enable students to construct individualized cognitive case formulations, linking cognitions, emotions, behaviours, and situational factors.
- Build competence in applying structured cognitive interventions, including Socratic questioning, thought records, behavioural experiments, and cognitive restructuring.
- Foster clinical decision-making skills by integrating empirical evidence, clinical guidelines, and client-specific information into cognitive treatment planning.
- Promote reflective clinical practice and enhance self-awareness in the application of cognitive strategies within therapeutic settings.
- Ensure ethical and culturally sensitive application of Cognitive Therapy techniques in diverse client populations.

Course Outcomes

- Demonstrate a thorough understanding of cognitive theory and its relevance to emotional and behavioural disorders.
- Identify and challenge maladaptive cognitions using structured, evidence-based techniques.
- Formulate cases using the cognitive model, integrating thoughts, emotions, behaviours, and core beliefs.
- Apply cognitive techniques in clinical settings through role-play, supervision, and client work.
- Critically evaluate research and evidence underpinning cognitive interventions in CBT.

MODULES

Module 1: Cognitive Behaviour Therapy: Basic Concepts, Principles, characteristics and fundamental models of cognitive behaviour therapy (15 Hours)

- Introducing cognitive behaviour therapy (CBT): what is CBT? – the CBT theoretical model – Becks information processing model, Interactive cognitive subsystems by Teasdale, Constructivism, Metacognitive approaches.
- Cognitive conceptualization - operationalizing cognitions – assessing cognitions.
- Therapeutic relationship: collaborating with client, structure and active engagement, time-limited and brief, empirical in approach, Problem-oriented in approach.
- Role of the Therapeutic Relationship in CBT, Using the Relationship in Therapy, Handling Problems in the Relationship Therapeutically.

Module 2: Assessment in CBT, Case Formulation (15 Hrs)

- Assessment in Cognitive Behaviour Therapy: Assessing clients' current problems: problem description, triggers and modifying factors, consequences.
- Assessment of maintaining process: safety behaviours, escape/ avoidance, reduction of activity, catastrophic misinterpretation, scanning or hypervigilance, self-fulfilling prophecies, performance anxiety, fear of fear, Perfectionism, short-term rewards.
- Assessment of past history and problem development: Vulnerability factors, Precipitants, modifiers.
- Techniques for assessment of various levels of cognitions(NAT, assumptions, Core beliefs and schemas, ABC Model of evaluating and formulating clients problems
- Fundamentals of case formulation: Principles and Objectives. Formulating the Case. Setting Treatment Goals Case formulation in various conditions: case formulation in depression, anxiety disorders, and personality disorders.

Module 3: Conduct of therapy: (15 hrs)

- Session structuring : Goals and structure of the initial session.
- Establishing trust and rapport
- Socializing the patient into cognitive therapy, educating the patient about her disorder, about the cognitive model, and about the process of therapy, normalizing the patient's difficulties and instilling hope, eliciting (and correcting, if necessary) the patient's

expectations for therapy, gathering additional information about the patient's difficulties.

- Using this information to develop a goal list, educate the patient about her disorder, Setting homework, Provide a summary, and elicit feedback.

Module 4: Termination and Relapse Prevention (15 Hours)

- Activities throughout therapy
- Teaching and Using Tools/Techniques used in Hypnotherapy, Preparing setbacks during therapy
- Near Termination activities
- Booster Sessions and Treatment planning – accomplishing broad therapeutic goals

Essential References:

- Beck, J. S. (2011). *Cognitive behaviour therapy: basics and beyond*. New York: Guilford.
- Beck, J. S. (1995). *Cognitive: basics and beyond*. New York: Guilford.
- Ellis, A. (1994). *How to keep people from pushing your buttons*. New York: Citadel
- Lambert, M.J(2004).Handbook of psychotherapy and behaviour change, 5th ed, John Wiley and sons: USA
- Leahy, R.L (2004). Contemporary Cognitive therapy Theory, Research, and Practice, Guilford press, New York
- O'Donohue, W. T., & Fisher, J. E. (2009). General principles and empirically supported techniques of cognitive behavior therapy. John Wiley & Sons, Inc.
- Reinecke, M,A., Clark, D.A(2003). Cognitive Therapy across the life span: evidence and practice .Cambridge university press, Cambridge
- Reinecke,M.A., Dattilio, F.M., Freeman, A(2006).Cognitive therapy with children and adolescents a case book for Clinical Practice , 2nd ed .Guilford press.New York

Additional Reading References

- Clark, D. A., & Beck, A. T. (2012). Cognitive therapy of anxiety disorders: Science and practice. Guilford Press.
- Hawton, K., Salkovskis, P. M., Kirk, J., & Clark, D. M. (1989). Cognitive behavior therapy for psychiatric problems: A practical guide. Oxford University Press.

The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Evaluation Pattern

The course follows a continuous evaluation system with 70% weightage on internal components and 30 % on the end-term examination. The internal component consists of a series of assignments which will be spread throughout the course.

Evaluation Matrix

Area	Weightage
Classroom Activity/Participation in academic activities/Attendance	10%
Individual assignments/Case based learning/Presentations	10%
Assignments/Debate/Discussions/Mini Projects	15%
Quiz (Minimum 4 Quiz)/Mini Projects	15%
Open book/Take home exam/Individual case presentation/Quiz	20%
End Term Exam- MCQ Based Online/Written	30%
Total	100%

The assignments involved in the CE will be subject to plagiarism checks. A submission with unexplained similarities exceeding 15% for diploma courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

DISORDER-SPECIFIC COGNITIVE BEHAVIOR THERAPY

Course Name	Disorder-Specific Cognitive Behaviour Therapy					Total Marks
Credit	Teaching Hours			Assessment Weightage (%)		
4	L	P	T	CE	ESE	100
	2	2	0	70	30	

Course Introduction

This course provides an in-depth understanding of CBT, focusing on its disorder-specific applications. Students will explore the theoretical foundations, case formulation strategies, and therapeutic techniques used in treating anxiety disorders, mood disorders, post-traumatic stress disorder (PTSD), personality disorders, and suicidality. The course integrates clinical research, diagnostic assessment, and structured interventions to prepare students for practical application in clinical settings.

Course Objectives:

To empower students to:

- Understand the foundational principles of Cognitive Behavior Therapy (CBT), including its theoretical framework, historical development, and case formulation strategies.
- Apply CBT techniques effectively in the assessment and treatment of specific psychological disorders such as anxiety, mood disorders, PTSD, personality disorders, and suicidality.
- Implement evidence-based CBT interventions with confidence, adapting strategies to diverse clinical presentations and real-world therapeutic settings.

Course Outcomes

- Understanding the core principles, models, and structure of Cognitive Behavior Therapy as applied to various psychological disorders.
- Applying disorder-specific CBT techniques through case formulation, assessment, and intervention planning for conditions such as anxiety, depression, PTSD, and personality disorders.
- Demonstrating the ability to manage clinical challenges including comorbidity and suicidality using evidence-based CBT strategies.

Module 1: Foundations of CBT (10 Hours)

- Historical development of CBT
- Theory underlying CBT,
- Case conceptualization models,
- Structure and Evaluation of CBT, Basic Principles and Case Formulation.

Module 2: CBT for Anxiety and OCD (15 Hours)

- Cognitive models of Anxiety States,
- Assessments, Suitability of Treatment, Techniques in GAD,
- Panic Disorders, Phobic Disorders, Social Anxiety Disorder,
- Somatic Problems and Obsessive-Compulsive Disorders.

Module 3: CBT for Mood Disorders and PTSD (15 Hours)

- Cognitive models of Mood Disorders,
- Assessments, Suitability of Treatment
- Techniques in Depression, Bipolar and Other Mood Disorders.
- Specific CBT Approaches to PTSD: Behavioral coping, Exposure therapy , Stress inoculation Training, and Cognitive processing therapy.

Module 4: CBT for Personality Disorders and Suicidality (20 Hours)

- Overview of CBT of personality Disorders,
- General principles and specialized techniques
- Clinical applications in various personality disorders, Comorbidity and Clinical Management.
- Suicidality & Self-Harm: Classification and Assessment and suicide Ideation and suicidal acts , Correlates and risk factors, Cognitive model, Phases of Treatment, Challenges in treating Suicidal patients, Applications to Special Populations.

Essential Reading References

- Beck, J. S. (2011). Cognitive behavior therapy: Basics and beyond (2nd ed.). Guilford Press
- Barlow, D. H. (Ed.). (2021). Clinical handbook of psychological disorders: A step-by-step treatment manual (6th ed.). Guilford Press.
- Clark, D. A., & Beck, A. T. (2012). Cognitive therapy of anxiety disorders: Science and practice. Guilford Press.
- Hawton, K., Salkovskis, P. M., Kirk, J., & Clark, D. M. (1989). Cognitive behavior therapy for psychiatric problems: A practical guide. Oxford University Press.
- Raja, S. (2012). Overcoming trauma and PTSD: A workbook integrating skills from ACT, DBT, and CBT. New Harbinger Publications.

Additional Reading References

- Wenzel, A., Brown, G. K., & Beck, A. T. (2009). *Cognitive therapy for suicidal patients: Scientific and clinical applications*. American Psychological Association.
- Westbrook, D., Kennerley, H., & Kirk, J. (2011). *An introduction to cognitive behaviour therapy: Skills and applications* (2nd ed.). SAGE Publications.

Evaluation Pattern

The course follows a continuous evaluation system with 70% weightage on internal components and 30 % on the end-term examination. The internal component consists of a series of assignments which will be spread throughout the course.

Evaluation Matrix

Area	Weightage
Classroom Activity/Participation in academic activities/Attendance	10%
Individual assignments/Case based learning/Presentations	10%
Assignments/Debate/Discussions/Mini Projects	15%
Quiz (Minimum 4 Quiz)/Mini Projects	15%
Open book/Take home exam/Individual case presentation/Quiz	20%
End Term Exam- MCQ Based Online/Written	30%
Total	100%

The assignments involved in the CE will be subject to plagiarism checks. A submission with unexplained similarities exceeding 15% for diploma courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

PROJECT

Guidelines of the Project

It will be conducted as part of the certificate program, along with each course, as per the instructor's course plan. It is not mandatory as part of the program. However, it will be included as part of the mini project by the course instructor/tutor

This project forms an integral part of the Certificate Program in Cognitive Behavioural Therapy (CBT), offering students the opportunity to apply theoretical knowledge to practical clinical work. Focused on a real-world mental health concern, such as Generalized Anxiety Disorder (GAD), the project enables students to conduct structured assessments, develop CBT case formulations, implement evidence-based interventions, and evaluate therapeutic outcomes. Through this process, students enhance their clinical skills, engage in reflective practice, and contribute to the growing body of practice-based evidence supporting CBT.

Project Objectives

At the end of the project students will be able to

- Assess the impact of structured CBT interventions on symptom reduction in clients with GAD.
- Apply CBT assessment, formulation, and intervention skills in a real-world clinical setting.
- Critically reflect on the implementation of CBT techniques and identify factors influencing therapeutic outcomes.
- Contribute to the evidence base for CBT practice through a small-scale, practice-based research project.
- Demonstrated clinical improvement in targeted anxiety symptoms, as measured by standardized assessment tools (e.g., GAD-7).
- A written case study or report showing structured CBT formulation and intervention planning.
- Evidence of reflective clinical practice and ongoing therapist self-evaluation.
- Practical insights into client engagement, therapeutic alliance, and therapy adaptations.

Project Tasks (Select any tasks listed below, any two task)

- Recorder videos of CBT/BT/Cognitive Therapy – session videos
- Literature Review – Review current research on CBT for GAD, focusing on effective strategies and treatment outcomes.
- Case Selection & Assessment – Select a suitable client case (anonymized), conduct a baseline assessment using CBT tools.

- CBT Formulation – Develop a cognitive-behavioural case formulation based on assessment data.
- Intervention Implementation – Deliver a structured CBT intervention over 6–8 sessions under supervision.
- Data Collection – Track client progress using pre- and post-intervention measures (e.g., symptom checklists, session ratings).
- Reflection & Analysis – Reflect on the clinical process, challenges encountered, and lessons learned.
- Reflect on the CBT journal article (Published in Q1 Journals) – intervention strategies and rationale, framework, Research Design, and Outcome
- Project Report – Write a final report (3,000–5,000 words) summarizing the background, intervention process, client outcomes, and implications for future practice.

INTERNSHIP/SUPERVISED CLINICAL TRAINING (OPTIONAL)

Course Name	Clinical training/Internship			Semester		2
Credit	Teaching Hours			Assessment Weightage(%)		Total Marks
4	L	P	T	CE	ESE	100
	-	2	2	100	-	

Introduction

Supervised Clinical training in the Cognitive Behaviour Therapy course is an essential component of preparing mental health practitioners/ counsellors/ school psychologists/Psychiatric nurses to effectively assess, diagnose, and treat mental health disorders using CBT. This training program combines academic coursework and supervised practical experience to equip students with the necessary skills and knowledge to work with diverse populations in a clinical setting.

It will be conducted as post certificate program as a follow up as per the nature of the program on demand of the candidates enrolled for the CPCBT in online mode and need to register separately after completion of the course courses.

Aim: To train the students to perform evidence-based CBT evaluation, case formulation and deliver CBT structured intervention step-by-step.

Objectives: To learn and practice the necessary clinical skills needed to perform clinical interview, case history methods, observation method, psychological evaluation, Understand basic Psychopathology and provide intervention.

- To understand foundational knowledge on CBT to provide students with a comprehensive understanding of the theoretical frameworks, research, and evidence-based practices that inform clinical psychology.
- To equip students with practical skills necessary for clinical practice by learning how to conduct CBT assessments, administer and interpret tests, develop treatment plans, deliver therapy effectively, and engage in case conceptualization.
- To cultivate professional competence by clinical training to foster professional competence by promoting self-awareness, empathy, cultural sensitivity, and ethical decision-making.
- To demonstrate how to establish therapeutic relationships, work collaboratively with clients and interdisciplinary teams, and adhere to professional standards and guidelines.
- To foster self-reflection and personal growth through clinical training to engage in ongoing self-reflection, self-awareness, and personal growth.

Course Outcomes

At the end of the supervised clinical training, students should be able to

- Development of CBT assessment, case formulation, and provide structured intervention.
- Students are expected to gain expertise in administering psychological assessments and implementing evidence-based assessments.
- Obtain knowledge of psychological theories related to behaviour therapy, cognitive therapy, and CBT.
- Understand ethical and professional competence by learning ethical guidelines and professional standards and applying them in their clinical work. Expected to develop skills in maintaining confidentiality, managing boundaries, and addressing ethical dilemmas.
- Develop the skill in clinical Assessment and diagnosis of various psychiatric disorders by conducting comprehensive clinical assessments, including interviews, psychological testing, and diagnostic formulation. They learn to evaluate and interpret assessment data to formulate accurate diagnoses and treatment plans.

Evaluation Matrix

Attendance in Clinical Training	20%
Detailed Case history intake (Minimum 2)	20%
One Full-length Case Presentation with Supervisor	10%
Clinical Viva	50%
Total	100%

Communicative English and Soft Skills

Course Name	Communicative English & Soft Skills					Total Marks
Credit	Teaching Hours			Assessment Weightage (%)		
2	L	P	T	CE	ESE	100
	-	-	2	100	-	

Course Introduction

Communicative English and Soft Skills are essential competencies for effective interaction in academic, professional, and social settings. Communicative English focuses on developing the ability to use the English language confidently and appropriately in real-life situations, emphasizing listening, speaking, reading, and writing skills. It helps learners express ideas clearly, participate in discussions, and communicate with clarity and confidence. Soft Skills complement language proficiency by enhancing interpersonal abilities such as teamwork, leadership, adaptability, problem-solving, emotional intelligence, and professional etiquette. Together, Communicative English and Soft Skills play a vital role in shaping an individual's personality, improving employability, and enabling meaningful collaboration in a diverse and globalized world.

Course Objectives

- To develop basic communicative competence in English.
- To enhance listening, speaking, reading, and writing skills.
- To build essential soft skills required for academic and workplace success.
- To improve confidence, interpersonal skills, and professional etiquette.

Course Outcomes

After completing this course, learners will be able to:

- Communicate effectively in English in everyday and professional contexts.
- Demonstrate improved listening and speaking skills.
- Apply soft skills such as teamwork, leadership, and time management.
- Exhibit professional behavior and workplace etiquette.

Module Structure

Module 1: Fundamentals of Communicative English (8 Hours)

- Importance of English as a global language
- Basics of communication: verbal and non-verbal communication

- Grammar essentials for communication (tenses, articles, prepositions)
- Vocabulary building and sentence formation
- Common errors and corrective strategies

Module 2: Listening and Speaking Skills (8 Hours)

- Active listening skills
- Pronunciation, stress, and intonation
- Everyday conversations and situational dialogues
- Public speaking basics and self-introduction
- Group discussions and role plays

Module 3: Reading, Writing, and Presentation Skills (7 Hours)

- Reading comprehension strategies
- Paragraph and short essay writing
- Formal and informal letter writing
- Email writing and basic documentation
- Oral presentations and visual aids

Module 4: Soft Skills for Personal and Professional Development (7 Hours)

- Personality development and self-awareness
- Interpersonal skills and teamwork
- Time management and goal setting
- Leadership skills and problem solving
- Professional ethics, etiquette, and interview skills

Teaching and Learning Methods

- Interactive lectures
- Group discussions and activities
- Role plays and presentations
- Audio-visual learning
- Practical exercises and assignments

Assessment and Evaluation

Continuous of the Course will completely based on the continuous evaluation

Internal Assessment: 100%

(Evaluation will be based on assignments, Presentations, Participation in group activities, Creative Projects, Group discussions, quizzes, and written Assignment, Take home exams)

Recommended References

1. Wren & Martin – High School English Grammar and Composition
2. Meenakshi Raman & Sangeeta Sharma – Technical Communication
3. Bhatnagar & Bhatnagar – Communication Skills for Engineers
4. Online resources for English language learning (BBC Learning English, British Council)

Kannur University
Revised Regulations for Certificate Programmes

1. SCOPE

These Regulations shall apply to all Certificate Programmes conducted by the Teaching Departments/Schools of Kannur University.

Each Certificate Programme shall be of four (4) months duration, including instruction and examination.

The Certificate Programmes are designed to enhance skills, improve employability, and build capacity, with a structured academic framework comprising theory and laboratory components.

2. DEFINITIONS

Certificate Programme: A short-term academic programme of four months duration with a defined curriculum, credits, evaluation, and certification.

Course: A component of a Certificate Programme comprising theory and/or laboratory instruction.

Credit: One credit corresponds to 15 hours of direct instruction or a minimum of 30 hours of learner engagement.

GPA (Grade Point Average): The weighted average of grade points obtained by a student across all courses in the Certificate Programme.

3. ADMISSION

Admission to Certificate Programmes shall be conducted through a Department-level Entrance Test. The Head of the Department shall constitute an Admission Committee to oversee the admission process.

4. ELIGIBILITY CRITERIA

Admission is offered to students who had interest in the mental health field and have a degree/postgraduate degree in psychology, social work, or any allied subjects (sociology, human resource/organizational behaviour, occupational therapy, speech therapy, nursing, medicine

5. INTAKE

A total of 25 students will be admitted to the certificate program: 15 foreign students and 10 Indian nationals. However, the ratio may be varied depending on the availability of applicants from either category. An increase in the number of seats may be considered during the admission process, subject to prior approval from the competent authorities.

6. PROGRAMME STRUCTURE

Each Certificate Programme shall consist of:

- Theory Courses
- Laboratory / Practical Courses
- Project/Case Study/ Internship

Total Duration: 4 Months

Total Instructional Hours: 300 hours

Total Minimum Credits: 14 credits

The detailed distribution of credits and hours shall be specified in the programme syllabus.

5. TEACHING AND LEARNING

The programme shall involve a minimum of 300 hours of direct teaching and learning, including lectures, laboratory sessions, tutorials, and supervised practical work.

6. EVALUATION

Evaluation shall comprise:

- Continuous Evaluation (70%)
- End Programme Examination (30%)

Continuous Evaluation may include assignments, tests, seminars, laboratory records, and practical assessments. The assessment schedule shall be notified in the respective course module.

7. GRADING SYSTEM

Each course will be evaluated on 10 point scale as follows

Percentage of Grade obtained in each course	GP
95 percentage and above	10
90 % to 94 %	9.0
80 % to 89 %	8.0
70 % to 79 %	7.0
60 %to 69 %	6.0
50 % to 59 %	5.0
40 % to 49 %	4.0
Below 40	0

For the successful completion of the certificate program each course should separately secure a grade point 4.0 above (including CE and TE Grade together).

Cumulative Grade Point For the Certificate Program

Total CGPA will be calculated as follows

Let C_i be a credit for i^{th} Course, and GP_i be the score obtained by a student for the i^{th} course, then the CGPA will calculated as follows

$$CGPA = (\sum GP_i * C_i) / 14$$

Final Grade For the Certificate Program

CGPA	Letter Grade
9.5 and above	O
9 to 9.4	A+
8 to 8.9	A
7 to 7.9	B+
6 to 6.9	B
5 to 5.9	C+
4 to 4.9	C
Below 4	Fail

8. PASS REQUIREMENTS

A minimum CGPA of 4.0 is required successful completion of the Certificate Programme. The letter grade corresponding to the

9. ATTENDANCE

A minimum of 60% attendance is mandatory to appear for the End Programme examination. Condonation of attendance shall be governed by University norms.

10. CERTIFICATION

Students who successfully complete the programme shall be awarded a Certificate by Kannur University.

The Certificate shall mention:

- Name of the Programme,
- Duration
- Credits Earned
- GPA

11. DEPARTMENT COUNCIL

The Department Council shall be responsible for:

- Designing the curriculum
- Conduct of admission tests
- Teaching, evaluation, and examination including the question paper setting of all examination including the Terminal examinations.
- Monitoring academic standards

12. TRANSITORY PROVISION

The Vice-Chancellor shall have the power to resolve any difficulty in implementing these Regulations.

13. REPEAL

All earlier regulations inconsistent with these provisions shall stand repealed for Certificate Programmes.

14. Evaluation including the Terminal examination will be conducted by the Department who offer the program.

15. End of the certificate program; The faculty incharge / HoD will upload all grade point/ marks obtained by the students for issuing the final certificate.

16. Final Certificate will be issued by Kannur University

17. Final Certificate and Marks cards mentioning the Grade point will be issued by the University with 10 days from the completion of the Terminal examination