



Trauma Informed Hoarding and Self Neglect Train the Trainer Programme

A psychologically safe 12 month specialist trainer development and organisational cascade programme

Developing internal experts Building confident trainers Sustaining organisational learning



Programme lead Rachel Murphy

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Programme overview

This year-long, trauma-informed train-the-trainer programme develops a small group of practitioners as organisational subject experts and approved internal trainers in hoarding and self-neglect. Participants build specialist knowledge, practise psychologically safe facilitation and demonstrate that they can deliver the agreed learning accurately and confidently within their own organisations.

Approved trainers can cascade the core programme to colleagues, support shared language and reflective learning, and act as an informed point of connection with organisational or multi-agency referral and escalation pathways for complex cases. The role does not make one person the sole case holder or replace clinical, legal or statutory decision-making.

Bespoke commissioning for organisations and partnerships

This prospectus presents the core train-the-trainer framework. Every commissioned programme is made bespoke to the organisation or partnership, including its policies, procedures, referral routes, professional roles, local risks and the needs of its service users, residents or tenants. It can be commissioned by one organisation or jointly funded by partner agencies, with each participant authorised to cascade the agreed learning internally within their own service.

What the programme provides

- Twelve live two-hour specialist learning modules delivered across 12 months
- A monthly one-hour trainer-development and reflective-practice session
- Facilitation skills for creating psychologically safe and trauma-informed learning spaces
- Structured teach-back, feedback and observed or co-facilitated delivery
- An approved internal trainer pack with slides, notes, activities and delivery guidance
- Assessment against clear knowledge, facilitation, safeguarding and fidelity criteria
- Authorisation to cascade specified Hoarding Hub learning internally, subject to quality assurance
- Implementation planning, evaluation tools and recommendations for sustaining the internal offer

Why this model

A one-off train-the-trainer day cannot provide sufficient time for participants to master complex subject matter, develop facilitation skills, practise delivery and receive meaningful feedback. This longitudinal model allows trainers to learn the content, apply it to practice, teach it back, refine their delivery and prepare a realistic internal cascade plan.

The specialist curriculum centres on hoarding and self-neglect. Its trauma-informed, relational and psychologically safe approaches are transferable to complex work involving mental health, neurodivergence, antisocial behaviour and domestic abuse. Approved trainers must keep within the programme scope and recognise where topic-specific safeguarding, risk assessment or specialist intervention is required.

Programme structure

Each month combines specialist content mastery, a trainer-development lens and protected reflective practice. Participants consider not only what colleagues need to learn, but how to facilitate the material safely, respond to challenge, manage disclosure and preserve fidelity when adapting examples to local practice.

Element	Typical format	Purpose
Content mastery	Two hours monthly	Builds the specialist knowledge, practical skill and shared language that trainers will later cascade.
Trainer development	One hour monthly	Develops psychologically safe facilitation, reflective practice, handling challenge and adaptation without loss of fidelity.
Teach back	Scheduled across the programme	Each participant practises delivery, receives structured feedback and demonstrates competence.
Observed delivery	Before final authorisation	Participants co-deliver or complete an observed session using approved materials.
Implementation review	Midpoint and final review	Confirms assessment progress, internal rollout plans, governance and quality assurance.

Trainer development and reflective practice

The monthly development hour combines trainer reflection with preparation for internal delivery. Participants examine their own responses, assumptions and facilitation choices; practise responding to resistance or disclosure; and consider how to keep learning safe without avoiding necessary challenge. It is not a case-management meeting or a substitute for clinical supervision.

Recommended cohort size

The ideal train-the-trainer cohort is 8 to 10 participants. The maximum is 12 within one assessed trainer cohort because every participant needs repeated practice, individual feedback and observed delivery. Where 13 to 24 trainers are required, specialist content may be shared but trainer skills, reflective practice and assessment are delivered through two cohorts. More than 24 requires additional cohorts and a bespoke implementation plan.

Twelve month learning pathway

The proposed sequence builds from understanding and engagement into risk, intervention, partnership working and sustainability. Final emphasis is agreed during commissioning.

Month	Module	Core focus
1	Shared foundations and language	Hoarding disorder, clutter, chronic disorganisation and self-neglect; diagnostic boundaries; stigma; myths; lived experience; establishing a shared language across services.
2	Psychology of possessions	Attachment, identity, memory, safety, grief, loss, beliefs about possessions and the emotional impact of discarding or external intervention.
3	Trauma threat and relational safety	How trauma and threat can shape presentation; fight, flight, freeze, fawn and withholding; shame; trust; nervous-system responses and psychologically safer practice.
4	Executive function and neurodivergence	Planning, attention, working memory, categorisation, decision-making and initiation; ADHD, autism and cognitive differences; adapting communication and practical support.
5	Engagement and first conversations	Curiosity, motivational interviewing, compassionate honesty, consent, resistance, ambivalence and language that protects relationships while addressing concern.
6	Understanding engagement over time	Observation-led engagement stages; recognising movement and disengagement; using the Engagement Practitioner Guide; re-engagement and proportionate pacing.

Twelve month learning pathway

Month	Module	Core focus
7	Risk safeguarding and proportionality	Balancing autonomy, wellbeing and statutory duties; self-neglect safeguarding; mental capacity considerations; defensible decision-making and escalation.
8	Environmental assessment and harm reduction	Reading the environment without reducing the person to the property; prioritising immediate hazards; fire, hygiene and access; safer homes and staged goals.
9	Supporting change in practice	Values-based goals, readiness, small experiments, body doubling, decision support, maintenance and responding when progress is non-linear.
10	Working with families and informal networks	Family strain, conflict and accommodation; boundaries; consent and information sharing; supporting relatives without transferring responsibility to them.
11	Multi agency pathways and case coordination	Referral and triage, shared outcomes, lead roles, information sharing, case forums, escalation routes and reducing duplication or contradictory expectations.
12	Assessment authorisation and internal rollout	Final teach-back and assessment; trainer role boundaries; internal delivery plan; governance, evaluation, quality assurance and continuing approval.

Learning methods

Sessions use short taught inputs, case reveals, structured discussion, practice tools, facilitation rehearsals, reflective questioning and teach-back. Participants experience the learning as delegates, examine how it has been facilitated and then practise delivering it themselves. The approach is trauma-informed, person-centred, engagement-led and grounded in harm reduction.

Outcomes for participants and organisations

By the end of the programme, participants should be better able to:

- explain hoarding and self-neglect using psychologically informed and non-stigmatising language
- recognise factors that may sit beneath avoidance, apparent resistance or inconsistent engagement
- deliver the agreed hoarding and self-neglect learning using approved materials and clear role boundaries
- facilitate discussion, case learning and reflective activity in a psychologically safe way
- respond appropriately to challenge, resistance, distress and disclosure during learning
- adapt examples to organisational policy and local service-user or tenant needs without changing core messages
- evaluate learning, identify further development needs and report themes into organisational governance
- support consistent practice and shared language within their organisation and across relevant pathways

The approved internal trainer role

Approved internal trainers act as organisational subject experts in hoarding and self-neglect and cascade the specified learning to colleagues within their employing organisation. They support shared language, reflective thinking and appropriate use of local pathways, while recognising the limits of the trainer role. They do not diagnose, take sole ownership of complex cases or replace safeguarding, clinical, legal or management responsibilities.

Assessment and authorisation

Authorisation is based on participation, specialist understanding, teach-back, response to feedback and observed or co-facilitated delivery. Successful participants receive a certificate as an Approved Internal Hoarding and Self-Neglect Trainer for the specified programme. Authorisation is for internal delivery only, is not transferable to another trainer and does not create a regulated professional qualification or permit commercial resale of Hoarding Hub materials.

Quality and evaluation

Quality assurance includes standard materials, trainer reflection, participant evaluation and review of delivery. Annual updating or reauthorisation is recommended so that trainers remain aligned with evidence, policy, programme materials and organisational pathways. Ongoing moderation or refresher support can be commissioned separately.

Cohort and commissioning options

The delivery model reflects the small assessed cohort, repeated trainer practice, individual feedback, observed delivery, trainer resources and quality assurance. Partner agencies may jointly commission the programme, but each assessed trainer cohort remains limited to 12.

Participants	Training cohorts	Delivery notes
Up to 10	One	Ideal assessed cohort. Includes teach-back, individual feedback and observed or co-facilitated delivery.
11 to 12	One	Maximum assessed cohort. Additional assessment and feedback time included.
13 to 20	Two	Shared specialist learning may be combined; trainer practice, reflection and assessment run in two cohorts.
21 to 24	Two	Maximum recommended joint commission before adding a further trainer cohort.

Included in the programme

- Commissioning and programme-planning meeting
- Twelve two-hour specialist learning modules
- Twelve one-hour trainer-development and reflective-practice sessions
- Trainer pack with approved slides, delivery notes, activities and evaluation tools
- Teach-back assessment, individual feedback and one observed or co-facilitated delivery requirement
- Reasonable adaptation to organisational policies, pathways and service-user or tenant context
- Limited programme-related email support between sessions
- Midpoint review, final assessment summary and certificates for successful internal trainers

Commissioning the programme

Commissioning can be led by one organisation or shared across a multi-agency partnership. Joint commissioning allows partners to combine funding and nominate trainers from different services. Each trainer is authorised to cascade the specified learning within their own employing organisation unless a wider licence is expressly agreed.

Before delivery begins, a short scoping process confirms:

- the intended participant group and balance of professional roles
- local priorities, existing training and current practice challenges
- the number and composition of assessed trainer cohorts
- how costs, places and governance will be shared where partners commission jointly
- how prospective trainers will be selected, released to attend and supported to deliver internally
- the internal audience, delivery expectations and quality-assurance arrangements
- local safeguarding, escalation, information-sharing and referral arrangements
- evaluation requirements, reporting expectations and delivery dates

Additional options

Additional assessed cohorts, in-person delivery, moderation of internal delivery, annual trainer updates, refresher assessment, case consultation and extended evaluation can be discussed as part of commissioning.

About the programme lead

Rachel Murphy is a Hoarding Specialist and Complex Living Environment Consultant. She works with housing, adult social care, safeguarding, mental health, homelessness, fire and rescue and community partners to strengthen responses to hoarding, chronic disorganisation and self-neglect. Her approach combines psychological understanding with practical frontline application, trauma-informed practice, motivational interviewing, harm reduction and reflective learning.

Rachel holds a BSc in Psychology, a PGCE with Qualified Teacher Status and a qualification as a CBT Practitioner. Through The Hoarding Hub and Frontline Insight Consultancy, she designs and delivers specialist training, practitioner resources, multi-agency workshops and organisational development support.



To discuss commissioning, trainer cohort design or internal rollout, contact Rachel Murphy at The Hoarding Hub.