



Training Learning and Development Programmes

Trauma informed psychologically safe learning for confident and capable practice

Frontline programmes Advanced practice Modular learning Reflective practice



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Learning that transfers into practice

These programmes equip frontline practitioners and wider workforces to engage skilfully with people whose circumstances are complex, sensitive or difficult to change. Learning focuses on what staff notice, how they respond, how they make and record professional judgements, and how they sustain safe relationships without creating dependency.

Hoarding and self-neglect are frequently used as the practice lens because they bring together trauma, loss, risk, mental health, neurodivergence, executive functioning, safeguarding and environmental concerns. The skills are transferable across complex casework, including homelessness, antisocial behaviour, domestic abuse, tenancy risk and repeated disengagement.

Who the programmes are for

- Frontline housing, tenancy sustainment and neighbourhood teams
- Adult social care, safeguarding, mental health and community practitioners
- Fire and rescue, environmental health and community safety staff
- Homelessness, voluntary-sector and commissioned support services
- Managers, leaders, specialists and multi-agency partners
- Any workforce that needs stronger engagement, professional curiosity and sustainable change skills

A bespoke offer

Content can be adapted to organisational policies, local pathways, workforce roles, service users, residents or tenants. Programmes may use an organisation's anonymised cases, documentation and operational challenges. They can be delivered to one service or jointly commissioned across a multi-agency partnership.

Flagship frontline programmes

Programme	Format and audience	Availability
Introduction to Engaging Practice in Complex Living Environments	One in-person day for up to 30 participants. Designed primarily for frontline staff and suitable for mixed-role or multi-agency groups.	Up to 30 participants.
Advanced Frontline Practitioner Programme	Two in-person days for up to 30 participants. Immersive, interactive and case-led, with progressive reveals and applied practitioner decision-making.	Up to 30 participants.

What both programmes develop

- Trauma-informed and psychologically safe engagement
- Professional curiosity without assumptions or premature conclusions
- Confident conversational techniques for ambivalence, resistance and uncertainty
- Person-centred assessment, proportionate risk thinking and defensible judgement
- Shared language and clearer communication across roles and agencies
- Recognition of progress before visible environmental change
- Practitioner boundaries, reflective thinking and sustainable support

Commissioning notes

Each programme includes design, delivery and standard digital materials for up to 30 participants. Travel, venue, printing, additional cohorts, adaptation and follow-up support can be included in a bespoke proposal.

One day introductory frontline programme

Introduction to Engaging Practice in Complex Living Environments

A practical in-person day that gives frontline staff a psychologically informed foundation for approaching difficult conversations and complex living environments. Participants explore why behaviour makes sense in context, how threat can affect engagement, and how their own language and responses can either increase or reduce safety.

Learning area	What participants explore	Practice outcome
Understanding behaviour	Possessions, meaning, loss, trauma, shame, identity, threat responses and executive functioning.	Greater curiosity and fewer assumption-led responses.
Building trust	Psychological safety, first contact, tone, pacing, permission and relationship-building.	More purposeful and safer early engagement.
Conversational techniques	Open questions, reflections, affirmations, summaries, compassionate honesty and values-led dialogue.	A wider repertoire for sensitive conversations.
Assessment and recording	What to notice across engagement, strengths, risk, wellbeing, environment and support networks.	Clearer observations and more defensible recording.
Change and practical support	Ambivalence, readiness, small steps, harm reduction and person-led practical support.	Realistic plans that people are more likely to sustain.
Practitioner safety	Boundaries, emotional impact, role clarity, escalation and reflective support.	Safer practice for staff and people using services.

Learning methods

The day combines concise teaching, guided discussion, real-practice examples, paired conversational exercises, group casework and structured reflection. It is active and accessible without requiring participants to disclose personal experiences.

Two day advanced practitioner programme

This programme develops specialist frontline capability through an unfolding case. Information is released in stages so participants must notice what is known, identify what is missing, test assumptions and decide what they would do next. The approach mirrors real practice, where trust and understanding develop over time rather than arriving in a complete referral form.

Day one Building the relationship and shared understanding

Stage	Focus	Applied practice
The referral	Language, labels, presenting concerns and the risk of inheriting assumptions.	Separate evidence, interpretation and unanswered questions.
Preparing for contact	Purpose, role, power, psychological safety and inter-agency context.	Plan an approach that is transparent and proportionate.
The first conversation	Trust, pacing, permission, values, ambivalence and conversational technique.	Practise a first conversation and respond to uncertainty.
First access and observation	The person's experience, environmental observations, strengths, risk and what not to infer.	Build a fuller picture without reducing the person to the property.
Assessment and recording	Engagement, emotional, behavioural and environmental information; capacity, safeguarding and proportionality.	Capture observation-led evidence and professional judgement.
Shared formulation	Meaning, trauma, loss, mental health, neurodivergence, systems and practical barriers.	Develop a shared explanation that guides rather than labels.

Advanced programme continued

Day two Supporting change and ending well

Stage	Focus	Applied practice
Agreeing priorities	The person's goals, organisational responsibilities, competing risks and what good enough may mean.	Create a shared and achievable plan.
Practical support	Decluttering, sorting, environmental work, body doubling, pacing, choice and harm reduction.	Match support to readiness, functioning and emotional safety.
Barriers during change	Shame, grief, overwhelm, executive-function barriers, conflict, avoidance and fluctuating motivation.	Use therapeutic conversational techniques without becoming a therapist.
Disengagement	Withdrawal, missed contact, rupture, threat responses, service frustration and repeated referrals.	Recognise disengagement early and plan respectful re-engagement.
Multi-agency working	Shared language, lead roles, communication, thresholds, escalation and coordinated expectations.	Reduce duplication, contradiction and pressure on the person.
Review and withdrawal	Evidence of progress, relapse planning, gradual reduction of support and routes back in.	End transparently without abrupt withdrawal or unnecessary dependency.

Advanced practitioner outcomes

Participants develop the ability to use professional curiosity and judgement in uncertain situations; adapt communication to threat, ambivalence and readiness; undertake broader person-centred assessment; record reasoning clearly; protect autonomy and emotional safety; repair ruptures; support re-engagement; and withdraw support gradually and responsibly.

Two hour learning modules

Modules can be commissioned individually, combined into themed sets or built into a longer learning pathway. They can be delivered online or in person and adapted to role, sector, policy and local case themes. The menu is illustrative rather than exhaustive.

Module	Core focus	Participants will develop
Psychology of possessions	Meaning, attachment, identity, grief, memory, shame and perceived safety.	A psychologically informed understanding of possessions and living environments.
Trauma threat and psychological safety	Trauma-informed principles; fight, flight, freeze, fawn and withhold responses; power and predictability.	Ways to reduce avoidable threat in contact, processes and environments.
Understanding behaviour without assumptions	Behaviour in context, formulation, bias, labels and professional curiosity.	More precise observation and better questions.
First conversations that build trust	Preparation, purpose, language, pacing, permission and relationship-building.	A structured but human approach to first contact.
Motivational and therapeutic conversations	Ambivalence, reflections, affirmations, values, summaries, compassionate honesty and Socratic questioning.	Techniques that support agency without coercion.
Mental health neurodivergence and executive function	Anxiety, depression, OCD, ADHD, autism, overwhelm, planning and initiation.	Reasonable, person-centred adaptations without diagnostic assumptions.
Assessment beyond the environment	Engagement, emotional, behavioural, environmental, social and systemic information.	Broader assessment and observation-led recording.

Two hour learning modules continued

Module	Core focus	Participants will develop
Risk safeguarding capacity and proportionality	Dynamic risk, self-neglect, capacity questions, safeguarding thresholds, autonomy and defensible decisions.	Risk-aware practice that remains proportionate and person-centred.
Practical decluttering and harm reduction	Readiness, sorting, pacing, choice, body doubling, environmental work and avoiding re-traumatisation.	Safer practical-support planning and delivery.
Resistance ambivalence and sustainable change	What resistance may communicate, stages of change, values, discrepancy and small steps.	Responses that preserve engagement and support lasting change.
Disengagement rupture and re-engagement	Early signs, threat responses, missed contact, professional reactions and repair.	Practical re-engagement plans that avoid blame and repeated pressure.
Professional boundaries and working safely	Role clarity, lone working, emotional demands, rescue patterns, dependency and escalation.	Clearer boundaries that protect staff and service users.
Working with families carers and advocates	Consent, confidentiality, competing narratives, conflict and collaborative support.	More purposeful involvement of important others.
Multi agency practice and shared language	Roles, lead responsibility, information sharing, thresholds, case forums and coordinated expectations.	Clearer partnership communication and reduced duplication.
Measuring progress beyond items removed	Engagement, trust, safety, wellbeing, behaviour, functioning and environmental movement.	Meaningful evidence of progress and learning.
Ending support and maintaining change	Review, relapse planning, routes back in, step-down and psychologically safe endings.	Gradual and transparent withdrawal of support.

Reflective practice and learning support

Training is more likely to change practice when staff have protected space to think about application, uncertainty and emotional impact. Reflective practice can be commissioned alongside any programme or as an ongoing offer for established teams and multi-agency groups.

Reflective practice can support

- Application of learning to current anonymised cases
- Recognition of assumptions, emotional responses and organisational pressure
- Curiosity about engagement, resistance, rupture and professional relationships
- Shared learning without blame or individual case-management takeover
- Identification of recurring policy, pathway and system barriers
- Staff wellbeing, boundaries and confidence in complex work
- Feedback loops from frontline experience into service improvement

Available formats

Format	Typical use	Design
Single facilitated session	Follow-up after a programme or response to a particular practice theme.	A structured, psychologically safe session with agreed boundaries.
Short learning cycle	Several sessions supporting the application of selected modules or a service change.	Regular reflection, action and review over an agreed period.
Ongoing reflective programme	Monthly or scheduled support for a team, specialist group or multi-agency network.	A bespoke 6- or 12-month arrangement with thematic learning and review.

Reflective-practice arrangements and module bundles are scoped according to frequency, delivery method, group size, preparation and reporting requirements.

Building a learning pathway

Organisations can commission a single programme or combine learning into a staged pathway. A pathway may begin with a common foundation, develop selected areas of practice, provide opportunities to apply skills and then use reflective practice to consolidate learning.

Stage	Possible activity	Evidence of development
Establish the baseline	Scoping conversation, policy and pathway context, workforce needs and anonymised case themes.	Clear priorities linked to roles and organisational responsibilities.
Build shared foundations	One-day programme or selected introductory modules.	Shared language, core knowledge and safer conversational practice.
Deepen capability	Advanced programme and specialist modules.	Applied professional judgement in complex and changing situations.
Practise and reflect	Case exercises, observation, action learning and reflective practice.	Demonstration, feedback, self-reflection and refinement.
Embed and review	Manager support, practice tools, follow-up, evaluation and recalibration.	More consistent practice and evidence of workforce competence.

Demonstrating competence

Attendance alone does not demonstrate practice capability. Programmes can include observation-led case tasks, reflective questions, action plans, knowledge checks and follow-up application exercises. Evidence can be aligned to organisational competency frameworks, conduct expectations, policies and supervision arrangements.

Learning principles

Learning is trauma-informed, psychologically safe, person-centred and engagement-led. It is interactive, case-based and grounded in frontline reality, with clear attention to context, assumptions, safety, boundaries, organisational responsibility, demonstrable skills and sustainable change.

Commissioning a programme

An initial conversation identifies the workforce, roles, prior learning, current pressures, policies, local pathways and intended outcomes. The final programme is then adapted to the organisation or partnership and the people it serves. Mixed-role and multi-agency groups can be particularly valuable where the aim is to build shared language and coordinated practice.

Programme options

Offer	Capacity	Commissioning
One-day introductory frontline programme	Up to 30 participants	Bespoke proposal
Two-day advanced frontline practitioner programme	Up to 30 participants	Bespoke proposal
Two-hour online module	Up to 50 attendees	Bespoke proposal
Two-hour online module	51 to 100 attendees	Bespoke proposal
Bespoke module sets	Multiple modules or adapted pathways	Bespoke proposal
Reflective practice and learning support	Single sessions, short cycles, or ongoing programmes	Bespoke proposal

About the trainer

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. 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 learning that connects knowledge, professional judgement and everyday practice.

To discuss a bespoke programme or request a proposal contact Rachel Murphy at The Hoarding Hub.