

A STUDY TO ASSESS THE KNOWLEDGE REGARDING HOARDING DISORDER AMONG STUDENTS OF COLLEGE OF NURSING, ADESH UNIVERSITY, BATHINDA, PUNJAB, IN A VIEW TO DEVELOP AN INFORMATION BOOKLET

***RAJPREET KAUR, **MRS. BETCY MATHEW & ***MR. KARTHIK AIYAPPA SATHYAN S.K**

**Student, College Of Research: College Of Nursing, Adesh University*

***Professor, College Of Research: College Of Nursing, Adesh University*

****Professor, College Of Research: College Of Nursing, Adesh University*

ABSTRACT

Background of the study- Hoarding disorder (HD) is a highly complex condition with a host of implications for various fields of study, including psychology, sociology, law and economics. Because it is so deeply related to so many aspects of human behaviour, psychologists have only very recently defined Hoarding Disorder as a unique disorder with its own set of symptoms and treatments. This exhibit will discuss the evolution of that process in North America.

Objectives-

- To assess the level of knowledge regarding hoarding disorder among students of College of Nursing, Adesh University.
- To find the association between the knowledge score regarding hoarding disorder among students of College of Nursing, Adesh University with their selected socio demographic variables.

Methodology- A descriptive study design was used to assess the level of knowledge regarding hoarding disorder with Simple Random Sampling technique among 200 nursing students. Structured knowledge questionnaire was used to assess the knowledge regarding hoarding disorder. Analysis was done by using descriptive and inferential statistics.

Results-The study results revealed that majority 172 (86.0%) of respondents had moderate level of knowledge followed by 17 (8.5%) had inadequate knowledge and 11 (5.5%) had adequate level of knowledge score of nursing students regarding hoarding disorder.

Keywords- Assess, knowledge, hoarding disorder, student of college of nursing, information booklet

“Your home is living space, not storage space.”

Francine Jay

INTRODUCTION

Adolescence is a transitional stage of physical and psychological development that generally occurs during the period from puberty to legal adulthood¹.

Hoarding disorder is an extreme disabling condition in which individuals have persistent difficulty parting with personal possessions, which results in clutter and inability to use the rooms in the home for their intended use. It causes public health problems when clutter attracts pest infestations or obstructs fire exits in apartment buildings, endangering both personal and neighbors' safety².

Hoarding often begins before adulthood; hoarding symptoms are more often mild, as opposed to moderate or severe, during childhood and adolescence³.

NEED FOR THE STUDY

Hoarding is getting an excessive number of items, gradual build up of clutter in living spaces and difficulty in discarding things.

Hoarding is frequently conceptualized as a symptom of obsessive-compulsive disorder (OCD), but recent evidence indicates that, in most cases, hoarding may be better conceptualized as a distinct disorder that can coexist with OCD⁴.

Hoarding disorder can be challenging because many people don't recognize the negative impact of hoarding on their lives or don't believe they need treatment⁵.

According to World Health Rankings, the effect of hoarding disorder patients per 1,00,000 people was found to be 4.03% during the year 2014-2015. Compulsive hoarding affects approximately 7, 00,000 to 1.4 million people in

the US and clinical significance of 2%-6% in the United States and Europe. The study found similar low rate ranging from 0.5-0.9% was observed in a study from Taiwan. Studies have shown that between 18 and 42 percent of people with OCD experience some compulsion to hoard. However, compulsive hoarding can affect people who don't have OCD⁶.

Based on the review of literature, researcher found that hoarding behaviour cause disturbance to physical and mental health, impaired functioning, economic burden and adverse effect on family members. Hence, the researcher is interested to assess the existing knowledge of youth regarding hoarding disorder and based on that to develop an information booklet, which will deliver knowledge and awareness regarding hoarding disorder.

RESEARCH PROBLEM

A study to assess the knowledge regarding hoarding disorder among students of College of Nursing, Adesh University, Bathinda, Punjab, in a view to develop an information booklet.

Objectives

1. To assess the level of knowledge regarding hoarding disorder among students of College of Nursing, Adesh University. .
2. To find the association between the knowledge score regarding hoarding disorder among students of College of Nursing, Adesh University with their selected socio demographic variables.

Operational definition

1. **Assess:** In the study it refers to the statistical measurement of knowledge regarding hoarding disorder.
2. **Knowledge:** In the study it refers to students verbal response to prepared questionnaire related to hoarding disorder.
3. **Hoarding disorder:** It is a persistent difficulty discarding or parting with possessions because of a perceived need to save the unwanted things.
4. **Students:** A person who is studying at a university or other place of higher education.
5. **Information booklet:** In the study it refers to small, thin book which provide information regarding hoarding disorder.

RESEARCH HYPOTHESIS:

H_{0,1}: There will be no significant association between the knowledge regarding hoarding disorder among the students with their socio demographic variables.

H_{1,1}: There will be significant association between the knowledge regarding hoarding disorder among the students with their socio demographic variables.

CONCEPTUAL FRAMEWORK

General system theory developed by **LUDWIG VON BERTALANFFY'S** (1968) offers a perspective for looking at man and nature as interacting wholes with integrated sets of properties and relationship.

General system theory explains that a system is a set of interrelated elements. As a living system and energy field is capable of taking energy and the information from the environment. Theory is used by several disciplines as it explain the interaction and changes that result from interaction.

INPUT:

It is defined as the movement of information or matter energy from the environment into the system. In this study, collection of information about demographic variables (gender, religion, area of residence, family type) is input.

THROUGHPUT

It is a process by which the system transfers, organize the input. In the study, researcher identifies the self structured questionnaire for assessing the knowledge of students regarding hoarding disorder as the throughput.

OUTPUT

It is the movement of information or matter energy from the system into the environment. In the study, researcher assesses the level of knowledge of students regarding hoarding disorder as the output.

The level of knowledge is graded by the researcher as adequate, moderate and inadequate.

REVIEW OR LITERATURE

A descriptive study was conducted to assess the prevalence of hoarding behaviour in the community among 742 participants from Baltimore epidemiological catchment area USA. Data was collected by using a semi- structured

questionnaire. The result revealed that the prevalence of hoarding was nearly 4% and was greater in older than young age group, greater in men than in female, hoarding was associated with alcohol dependant, obsessive compulsive personality traits⁷.

A co- relational study was conducted to assess the relationship between hoarding disorder and obsessive compulsive disorder among college student and community, hoarding was associated with higher scores on the Yale brown obsessive compulsive scale (YBOCS) in USA. The relationship was stronger among the community sample, in which there was a greater range of compulsive symptoms and hoarding behaviour. Among a sample of patients with obsessive compulsive disorder, 31% reported hoarding obsessive and 26% reported hoarding compulsions on Yale brown obsessive compulsive scale symptoms checklist. Result revealed that hoarding was the common symptom among obsessive compulsion disorders⁸.

An epidemiological study was conducted to assess the estimate prevalence specific to DSM-5 hoarding disorder among 1698 adult individuals originally 10 recruited from South East London Community Health (SELCoH) home psychiatric interviews. Data was collected by self-report questionnaires. Result revealed that 19 individuals met DSM-5 criteria for hoarding disorder at the time of interview, corresponding to a weighted prevalence of 1.5%. Those with hoarding disorder were older and more often unmarried (67%). Members of this group were also more likely to be impaired by a current physical health condition (52.6%) or co-morbid mental disorder (58%), and to claim benefits as a result of these issues (47.4%)⁹.

MATERIALS AND METHODS:

Research design

An explorative descriptive research design was used in the present study

Demographic variables: Age, sex, religion, type of family, course of study, area of residence, education of father, education of mother, occupation of father and occupation of mother.

Research variable:

In this study, the research variable was knowledge regarding hoarding disorder.

Research setting:

The study was conducted in College of Nursing, Adesh University, Bathinda, Punjab.

Target population:

Students who were studying in College of Nursing, Adesh University, Bathinda, Punjab.

Sample size and Sampling technique

Sample size was 200 nursing students studying in College of Nursing, Adesh University, Bathinda. Simple Random Sampling technique was adopted in the selection of sample for the purpose of the study.

Inclusion and Exclusion criteria

Inclusion criteria

1. B.Sc.(N), GNM, Post Basic B.Sc and M.Sc Nursing students studying in College of Nursing, who fulfil sampling criteria.

Exclusion criteria:

1. The nursing students who were not present during the time of data collection.
2. The nursing students who were not willing to participate in the study.

Description of research tool

A structured knowledge questionnaire scale developed on the basis of review of the relevant literature.

PART-I Socio-demographic variables: It consists of 9 baseline information of nursing students such as gender, age, religion, type of family, course of study, education status of father and mother, occupation of father and mother.

PART-II Structured knowledge questionnaire to assess the level of knowledge regarding hoarding disorder. The copies of this tool were circulated among the experts in the field of three nursing experts and two psychiatrists. The final draft of the research study was finalized after incorporating the valuable suggestions by the experts.

Validity of research tool

Content validity

The valuable suggestion of experts was incorporated in the final preparation of the socio demographic and self structured questionnaire.

Reliability of research tool

Reliability of a research instrument is defined as the extent to which the instrument yields the same results on repeated measures. The tools were tested for reliability during the pilot study which was obtained by split half method by using Karl Person correlation coefficient and the score obtained was 0.6so tool was considered to be reliable to proceed with the pilot study

Pilot study

The pilot study was conducted at College of Nursing, Adesh University in the month of February 2018 to assess the feasibility of the study. 20 nursing students out of the total population was selected using Simple Random Sampling technique. The subjects for the pilot study possess the same characteristics as that of the samples for the final study but were not included in the main study. Prior to the study, permission was obtained from the concerned authorities. Following a brief self introduction, the selected respondents were informed about the purpose of the study and written consent was obtained. Assessment of the knowledge regarding hoarding disorder among students was done using the self structured questionnaire. The collected data were analyzed using descriptive and inferential statistics. After conducting the pilot study it was found that the study was feasible, the concerned authorities and subjects were cooperative, the tool was relevant, the time and cost of the study was within the limits.

Data collection procedure

Data collection was done in the month of March 2018, Sample of 200 nursing students who had enrolled in College of Nursing, Adesh University, Bathinda was selected by using simple random sampling technique. Formal permission was taken from the Principal, College of Nursing, Adesh University, Bathinda for conducting the study. Informed written consent was taken from the sample after explaining the purpose of the study and data was collected by using a structured knowledge questionnaire.

Ethical considerations

The proposal for the study was approved by the Institutional Ethics Committee of Adesh University Bathinda, Punjab. Written permission was taken from Principal of College of Nursing, Adesh University, Bathinda. Anonymity and confidentiality of the data was assured, nursing students was informed that participation in the study was voluntary and they could withdraw from it at anytime. The students who were interested in the study were asked to sign the consent form and fill the structured knowledge questionnaires and the return it to the researcher immediately, the routine classes of the students was not disrupted.

Data analysis and interpretations

Analysis of data collection was done in accordance with the objectives of the study. Data thus obtained has been analysed in terms of descriptive and inferential statistics. In descriptive analysis mean, percentage and standard deviation of variables were computed. In inferential statistics ANOVA test was applied.

Plan for writing references

References were given in the format recommended by research committee of Adesh University, Bathinda.

ANALYSIS AND INTERPRETATION OF DATA

Section I:

Table 1: Frequency and percentage distribution of socio demographic variables of students of College of Nursing.

Section II:

Table 2: Findings related to assessment of knowledge among students of College of Nursing regarding hoarding disorder.

Table 3-: Mean and standard deviation of level of knowledge regarding hoarding disorder among students of College of Nursing.

Section III:

Table 4: Association between knowledge scores with selected Socio demographic variables.

SECTION I

Table 1: Distribution of nursing students according to socio demographic variables

N=200

Sr. no.	Socio-demographic variables	Frequency	Percentage (%)
1.	Age (years)		
	17-20	118	59
	21-24	74	37
	25-28	8	4
2.	Sex		

	Male	25	12.5
	Female	175	87.5
3.	Religion		
	Sikh	143	71.5
	Hindu	14	7
	Christian	2	1
	Muslim	41	20.5
4.	Type of family		
	Nuclear	149	74.5
	Joint	51	25.5
5.	Family history		
	Yes	12	6
	No	188	94
6.	Course of study		
	I-G.N.M.	2	1
	II-G.N.M.	16	8
	III-G.N.M.	14	7
	I-B.Sc. (N)	43	21.5
	II-B.Sc. (N)	62	31
	III-B.Sc. (N)	27	13.5
	III-B.Sc. (N)	22	11
	I-P.B.B.Sc. (N)	4	2
	I-P.B.B.Sc. (N)	7	3.5
	I-M.Sc. (N)	3	1.5
7.	Area of residence		
	Urban	59	29.5
	Rural	141	70.5
8.	Education status of father		
	No formal education	11	5.5
	10 th standard	87	43.5
	12 th standard	55	27.5
	Graduation	40	20
	Post graduation	7	3.5
9.	Education status of mother		
	No formal education	14	7
	10 th standard	120	60
	12 th standard	40	20

	Graduation	18	9
	Post graduation	8	4
10.	Occupation of father		
	Shopkeeper	6	3
	Farmer	106	53
	Self Employee	22	11
	Private Employee	19	9.5
	Semi govt.Employee	3	1.5
	Government Employee	37	18.5
	Retired person	7	3.5
11.	Occupation status of mother		
	House-wife	178	89
	Self Employee	4	2
	Private Employee	5	2.5
	Semi government Employee	4	2
	Government Employee	9	4.5

Section II:

Table 2: Findings related to assessment of knowledge among nursing students of College of Nursing regarding hoarding disorder.

N=200

Level of knowledge	Score	F	Percentage
Inadequate	0-11	17	8.5
Moderate	12-23	172	86.0
Adequate	24-34	11	5.5

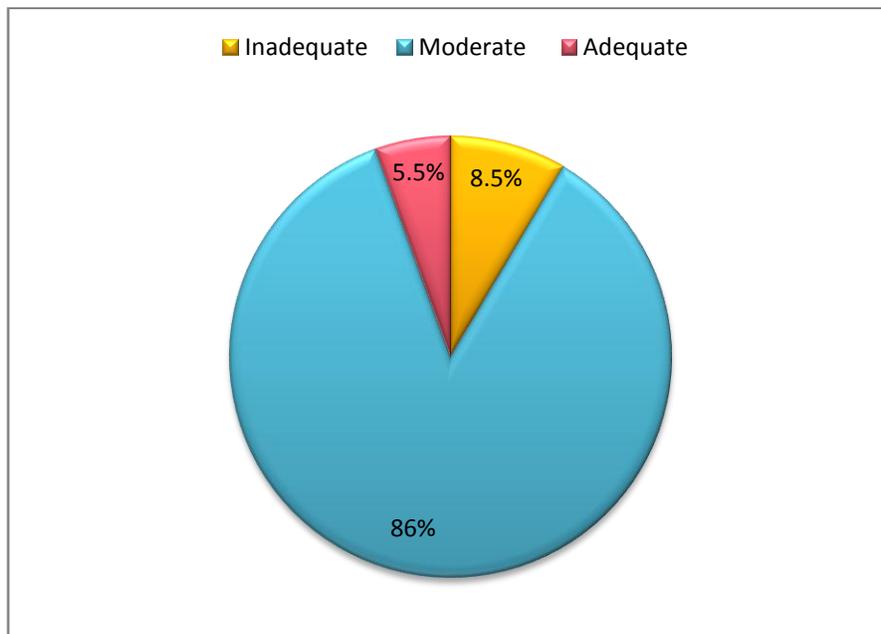


Figure 1: The Pie diagram shows the percentage distribution of nursing students according to the Level of Knowledge.

Table 3: Mean and standard deviation of level of knowledge regarding hoarding disorder among nursing students:

Area	Mean score	Standard deviation
Knowledge	17.81	4.021

Section III:

Table 4: Association between knowledge scores with selected Socio demographic variables.

Variables	Frequency	Mean	Std. Deviation	p Value
a) Age				0.002 S
17-20years	118	16.99	3.897	
21-24years	74	18.95	3.821	
25-28years	8	19.38	5.069	
b) Sex				0.044 S
Male	25	19.32	3.288	
Female	175	17.59	4.077	
c) Religion				0.713 NS
Sikh	143	17.92	4.111	
Hindu	14	16.64	4.125	

Christian	2	17.00	8.485	
Muslim	41	17.85	3.539	
d) Type of Family				0.978 NS
Nuclear	149	17.81	4.119	
Joint	51	17.82	3.756	
e) History of family				0.899 NS
Yes	12	17.67	5.549	
No	188	17.82	3.923	
f) Course of study				0.001 S
I-G.N.M.	2	20.00	2.828	
II-G.N.M.	16	14.69	2.845	
III-G.N.M.	14	15.71	3.667	
I-B.Sc. (N)	43	16.93	4.026	
II-B.Sc. (N)	62	17.85	3.661	
III-B.Sc. (N)	27	20.22	4.163	
III-B.Sc. (N)	22	19.23	3.294	
I-P.B.B.Sc. (N)	4	14.00	4.243	
I-P.B.B.Sc. (N)	7	19.71	2.984	
I-M.Sc. (N)	3	23.00	1.000	
g) Area of residence				0.023 S
Urban	59	16.81	4.200	
Rural	141	18.23	3.883	
h) Education Status of Father				0.555 NS
No formal education	11	16.36	3.828	
10 th standard	87	18.21	3.915	
12 th standard	55	17.58	4.425	
Graduation	40	17.50	3.789	
post graduation	7	18.71	3.773	
i) Education Status of Mother				

No formal education	14	17.50	4.864	0.701 NS
10 th standard	120	17.83	3.980	
12 th standard	40	17.30	4.008	
Graduation	18	18.94	3.572	
post graduation	8	18.13	4.549	
j) Occupation status of Father				0.464 NS
Shopkeeper	6	17.67	3.266	
Farmer	106	17.71	4.140	
Self employee	22	17.50	3.961	
Private employee	19	19.16	3.962	
Semi govt. Employee	3	21.00	2.000	
Government employee	37	17.70	3.865	
Retired person	7	16.00	4.359	
k) Occupation status of Mother				0.809 NS
House-wife	178	17.74	4.010	
Self employee	4	19.50	4.796	
Private employee	5	19.40	2.702	
Semi government employee	4	17.25	6.131	
Government Employee	9	17.78	4.086	

DISCUSSION

The study was conducted for about 4 weeks and data was collected from 200 nursing students by administering self structured questionnaire, Majority 172 (86.0%) of the nursing students had moderate knowledge followed by 17 (8.5%) who had inadequate knowledge and 11 (5.5%) had adequate level of knowledge regarding hoarding disorder. The overall mean for knowledge level of nursing students was 17.81 with a standard deviation of

4.021. The comparison of the knowledge scores of nursing students with their socio-demographic variables showed that there was a significant association between the level of knowledge regarding hoarding disorder with age ($P=0.002$) and course of study ($P=0.001$). Hence the null hypothesis ($H_{0.1}$) was rejected and the research hypothesis ($H_{1.1}$) was accepted. However, there was no significant association between the level of knowledge regarding hoarding disorder with sex, area of residence, Religion, type of family history, educational status of father, educational status of mother, occupation of father and occupation of mother.

SUMMERIZATION, CONCLUSION & RECOMMENDATIONS

- **The study was conducted to assess the level of knowledge** regarding hoarding disorder among students of College of Nursing, Adesh University.

Objectives of the study were:

- To assess the level of knowledge regarding hoarding disorder among students of College of Nursing, Adesh University.
- To find the association between the knowledge score regarding hoarding disorder among students of College of Nursing, Adesh University with their selected socio demographic variables.

CONCLUSION

The focus of this study was to assess the knowledge regarding hoarding disorder among students of College of Nursing, Adesh University, Bathinda, Punjab, in a view to develop an information booklet. An Explorative Descriptive research design was used. The sample of 200 was drawn using probability simple random sampling technique. The data was collected by using a structured knowledge questionnaire and further analysed and interpreted by applying statistical methods. The findings of this study have implications in the field of nursing education, nursing practice, nursing administration and nursing research.

IMPLICATIONS OF THE STUDY IN NURSING

The findings of this study have implications in the field of nursing education, nursing practice, nursing administration and nursing research.

1. Nursing Education

- Educate the students about family therapy, group therapy and cognitive behaviour therapy for hoarding disorder.
- Encourage the students for effective utilisation of research-based practice.

2. Nursing Practice

- Nurses as resource persons working in hospital and community settings should impart education especially on promotional aspects.
- Health education is an important function of the health personnel.
- The nurse plays an important role in the prevention of complications, as well as promotion of health.

3. Nursing Administration

- Nursing administrator plays a pivotal role in the supervision and management of nursing profession.
- Arrange and conduct workshops, conferences, seminars to the people for providing awareness about hoarding disorder.

4. Nursing Research

- Nursing research can be focused on aspects of hoarding disorder among students which could help to improve the knowledge among students.
- Dissemination of findings through conference and professional journals will make application of research findings to be effective.
- A piece of literature generated by present study will be referred by future researcher.
- Investigator got firsthand experience in conducting a research and will be able to carry out more complex studies in future.
- Findings of this study will act as catalyst to carry out more extensive research on the largest samples in different settings.

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HOARDING DISORDER



Ms. Rajpreet Kaur

MSc Nursing II Year

College of Nursing

Adesh University

HOARDING DISORDER & ITS PREVENTION

Introduction:

Hoarding Disorder is a new psychiatric diagnosis in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The American Psychiatric Association defines hoarding disorder as, the persistent difficulty discarding or parting with possessions, regardless of the value others may attribute to these possessions.

The behavior usually has harmful emotional, physical, social, financial and even effect legal for the person suffering from the disorder and family members.

For individuals who hoard, the quantity of their collected items sets them apart from people with normal collecting behaviors.

They accumulate a large number of possessions that often fill up or clutter active living areas of the home or workplace to the extent that their intended use is no longer possible.

Clutter is a large amount of things that are not arranged in a neat or orderly way.

Counseling to hoarder:

- ❖ Counseling can benefit the children of hoarders to help them better understand and cope with their parent's condition.



- ❖ Psychotherapy: Psychotherapy, also called as talk therapy, is the primary treatment.
- ❖ Cognitive behavioral therapy: It is the most common form of psychotherapy used to treat hoarding disorder.

Consider some points to de-clutter your home:

- ❖ Give away one item each day.
- ❖ Use your imagination.
- ❖ Make immediate decision about mails and newspaper.
- ❖ Think twice about what you allow into your home.
- ❖ Set aside 15 minutes a day to de-clutter.

- ❖ When parents suffer from hoarding disorder, it can have a psychological effect on the children.

Complication:

Hoarding disorder can cause a variety of complications, including:

- ❖ Increased risk of falls



- ❖ Injury by shifting or falling items

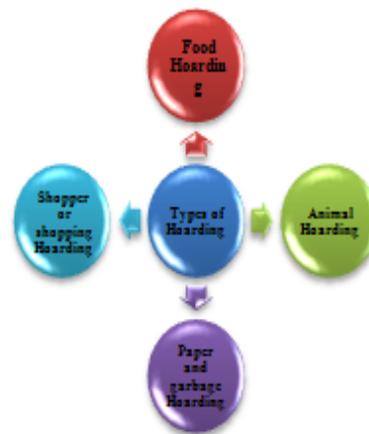


- ❖ Family conflicts



Types of Hoarding:

The type of clutter that is found within a household often times reflect the interests, hobbies or career of the individual.



1. Shopper or Shopping Hoarding

- Chronic shoppers tend to hold on to every item they purchase even if they have no practical use for it. No matter what type of item it may be food, clothing, pictures, televisions – these items will sit in piles unused.
- These items will remain in their original packaging with price tags still on them creating piles of clutter that are seemingly unmanageable over time.



Risk factors:

- ❖ Stressful life events: Some people develop hoarding disorder after experiencing a stressful life such as the death of a loved one, divorce, eviction or losing possessions in a fire.
- ❖ Many people with hoarding disorder also experience other mental disorders such as:
 - Depression
 - Anxiety disorders
 - Obsessive compulsive disorder
 - Attention deficit/ hyperactivity disorder (ADHD)

3. Garbage and Trash Hoarding

- When a person displays an inability to discard garbage, waste, or trash, they identified as a garbage hoarder.
- Rodents and pests will become attracted to the garbage.



4. Animal Hoarding:

- When large quantities of animals occupy one living space, it is nearly impossible for the home owner to keep up with many of the responsibilities of being a pet owner.
- Pets will use the inside of the home as a place to void their bodies of feces and urine, ruining carpets, floors, walls, and furniture.



5. Paper Hoarding

- Paper hoarders find it impossible to discard anything recorded on a piece of paper.
- People keep papers like bills, invoices, books, magazines, special offers, coupons, children's pictures, report cards, recipes, and other items.
- These stacks of papers will become mounds of unstable surfaces that can present a danger to the hoarder.



Causes:

The causes of hoarding disorder may further categorized into:

1. Family: 50% of hoarders go up with hoarding family members.
2. Genetics: Genetic factor account of 50% of hoarding disorders.

Symptoms and Behavior

Someone who hoards may exhibit the following:

- Inability to throw away possessions
- Severe anxiety when attempting to discard items
- Great difficulty categorizing or organizing possessions
- Indecision about what to keep or where to put things
- Distress, such as feeling overwhelmed or embarrassed by possessions
- Functional impairments, including loss of living space, social isolation, family or marital discord, financial difficulties, health hazards.



2. Food Hoarding

- When a person returns home with dozens of shopping bags full of groceries while their refrigerator and cupboards are already filled to the brim, this person may suffer from food hoarding.
- While rotted food should be thrown into the garbage and disposed of, some hoarders actually have issues with hoarding trash and garbage.



Other important points:

- ❖ People hoard because they believe that an item will be useful or valuable in the future.
- ❖ The person grows older, he or she starts acquiring things.
- ❖ Hoarding sometimes appears early in life, between ages 11 and 15.
- ❖ Hoarding is twice the rate of obsessive-compulsive disorder and 4 times the rate of schizophrenia.
- ❖ It impairs functioning, becomes an economic burden and has adverse effects on friends and family.

Psychological impact of hoarding:



- ❖ Mental health and emotional distress.
- ❖ People who hoard have attachment to their possessions.
- ❖ Hoarders are having aesthetics value.

Hoarding vs. Collecting:

- Hoarding is not the same as collecting.

HOARDING	COLLECTING
Those who hoard usually experience embarrassment about their possessions and feel uncomfortable when others see them.	Collectors have a sense of pride about their possessions and they experience joy in displaying and talking about them.
They have clutter, often at the expense of livable space, feel sad or ashamed after acquiring additional items, and they are often in debt.	They usually keep their collection organized, feel satisfaction when adding to it, and budget their time and money.
	

- ❖ Loneliness and social isolation|



- ❖ Unsanitary conditions that pose a risk to health



- ❖ Poor work performance



Medication:

- ❖ The medications most commonly used are a type of antidepressant called selective serotonin reuptake inhibitors (SSRIs).

Prevention:

- ❖ Hoarder asks help from family members or friends.
- ❖ Both individual and family are need therapy to learn how to get to the root of the problem and hence change behavior.

Treatment:

Recognize what hoarding is and what it is not.

- ❖ Handle objects only once.
- ❖ Scale down collections.



Prevalence rate of hoarding disorder:

- The prevalence of hoarding is nearly 2.12%.
- Hoarding disorder is greater in older than younger age groups.
- It is greater in men than women, and inversely related to household income.
- Hoarding is associated with alcohol dependence; paranoid, schizotypal, avoidant, and obsessive-compulsive personality disorder traits.