

TRAINING & DEVELOPMENT

Learn with purpose. Lead with clarity. Act with intention.

A shared catalog of 21 training programs
for people, organizations, and communities.

Four focused areas of learning

- 01 Service, Peer Support & Transition
- 02 Leadership, Workplace & Relationships
- 03 Trauma-Informed Practice & Mental Health
- 04 Recovery, Resilience & Personal Growth

Practical descriptions. Clear learning objectives.
Participant tools and action-oriented outcomes.

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TRAINING CATALOG / SEPTEMBER 2026

Find your starting point.

All programs are featured through both brands. Use a single training or build a coordinated learning series around your audience and goals.

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Course outcomes describe intended learning, not guaranteed personal or organizational results. The final scope determines which activities and takeaways fit the selected format.

Honor the service. Strengthen the support. Prepare for what comes next.

T01 Peer Support for Veterans, First Responders & Families

Connection, boundaries, and practical support

Prepare participants to offer respectful, practical support grounded in shared experience. The training emphasizes listening, trust, appropriate use of personal stories, role boundaries, and connection to resources without asking peers or families to become clinicians.

Best suited for: Peer supporters, veterans, first responders, family support leaders, and agency teams.

LEARNING OBJECTIVES

- 1. Explain the purpose and limits of nonclinical peer support.
- 2. Practice active listening, supportive questions, and consent-based sharing.
- 3. Recognize when a concern requires referral or an urgent response.

EXPECTED OUTCOMES

- 1. Demonstrate a supportive peer conversation in a practice scenario.
- 2. Identify appropriate boundaries and limits to confidentiality.
- 3. Create a local support and referral resource map.

TAKEAWAY Peer Support Conversation Guide and Resource Map
Foundational education; not a state peer-specialist credential or clinical qualification.

T02 Rite of Passage

Navigating transition with identity and purpose

Treat a major transition as a purposeful passage rather than a loss of direction. Participants reflect on what is ending, what remains meaningful, and what they are ready to build while identifying practical support for their next chapter.

Best suited for: Veterans, first responders, transitioning service members, family members, and transition programs.

LEARNING OBJECTIVES

- 1. Identify changes in roles, routines, relationships, and expectations.
- 2. Name transferable strengths and values developed through service.
- 3. Set realistic priorities for the next stage of life.

EXPECTED OUTCOMES

- 1. Complete a personal transition and strengths inventory.
- 2. Identify support people and practical next-step resources.
- 3. Draft a 30-day transition plan with a review date.

TAKEAWAY Next Chapter Transition Plan

Practical learning. Clear next steps.

T03 Taking the Uniform Off

Reconnecting with yourself and the people who matter

Explore how to move between the demands of service and the needs of home, relationships, and personal identity. Unlike the broader Rite of Passage program, this workshop focuses on everyday decompression, communication, boundaries, and connection during or after a service career.

Best suited for: Veterans, active and retired first responders, spouses, partners, and family support groups.

LEARNING OBJECTIVES

1. Recognize differences between role-based habits and relationship needs.
2. Practice language for discussing stress, needs, and expectations.
3. Develop routines that support the transition from duty to home.

EXPECTED OUTCOMES

1. Create an identity map that extends beyond the service role.
2. Practice a structured family or partner check-in.
3. Build a duty-to-home routine and support agreement.

TAKEAWAY Duty-to-Home Connection Plan

A coordinated pathway for service communities

Combine Peer Support, Rite of Passage, and Taking the Uniform Off to address three connected needs: a dependable support network, a purposeful transition plan, and healthier communication at home.

Program fit

Organizations can plan separate sessions for peer supporters, service members, and families, then identify shared language and referral practices. Participation and personal disclosure remain voluntary.

Discuss the audience, readiness, and intended skills before choosing the sequence. The training does not establish a clinical service or substitute for professional support.

Build trust. Align people. Turn shared purpose into practice.

T04 The Liberated Leader

Accountability without unnecessary control

Examine how to lead with clear expectations while giving people room to think, contribute, and take ownership. Participants practice a leadership approach that pairs empathy with accountability and replaces avoidable micromanagement with stronger agreements and follow-through.

Best suited for: Executives, supervisors, managers, pastors, educators, and emerging leaders.

LEARNING OBJECTIVES

- 1. Distinguish clear accountability from coercion and micromanagement.
- 2. Use reflective questions and constructive feedback in leadership conversations.
- 3. Define responsibilities, decision authority, and follow-up expectations.

EXPECTED OUTCOMES

- 1. Identify two leadership habits to strengthen or change.
- 2. Rehearse an accountability conversation using a workplace scenario.
- 3. Create a 30-day leadership behavior and follow-through plan.

TAKEAWAY Liberated Leadership Action Plan

T05 Emotional Intelligence from a Biblical Perspective

Self-awareness, wisdom, and relational maturity

Connect emotional intelligence with biblical reflection on wisdom, patience, humility, compassion, and self-control. Participants explore how to recognize emotions, respond thoughtfully, and handle conflict without equating emotional struggle with a lack of faith.

Best suited for: Church leaders, ministry teams, faith-based organizations, and adults seeking Christian learning.

LEARNING OBJECTIVES

- 1. Identify personal emotional cues and common triggers.
- 2. Apply biblical reflection to empathy, self-regulation, and boundaries.
- 3. Practice listening and constructive responses in difficult conversations.

EXPECTED OUTCOMES

- 1. Complete an emotional-awareness reflection.
- 2. Develop a personal pause-and-response practice.
- 3. Draft a faith-informed communication and growth plan.

TAKEAWAY Emotional Intelligence Reflection and Practice Plan

Explicitly Christian content. Faith-based delivery is selected intentionally with the host.

Practical learning. Clear next steps.

T06 Creating Synergy in the Workplace

Communication, collaboration, and shared results

Help teams move from working alongside one another to working together with greater clarity. Participants examine handoffs, communication habits, competing priorities, and recurring friction, then develop practical agreements for collaboration and shared problem-solving.

Best suited for: Cross-functional teams, department staff, human resources teams, and organizational leaders.

LEARNING OBJECTIVES

1. Identify communication and workflow barriers in a team scenario.
2. Practice listening, clarification, and collaborative problem-solving.
3. Define shared expectations for handoffs, meetings, and follow-through.

EXPECTED OUTCOMES

1. Map a recurring collaboration challenge.
2. Draft a team working agreement with clear responsibilities.
3. Select one team practice to test and review within 30 days.

TAKEAWAY Team Synergy Working Agreement

T07 Building Synergy in Leadership

Alignment across the people who set direction

Focus on the leadership decisions that shape collaboration across an organization. Participants align priorities, clarify decision-making, and examine how inconsistent messages or competing leadership agendas affect the teams they lead.

Best suited for: Executive teams, management groups, boards, ministry leadership teams, and department heads.

LEARNING OBJECTIVES

1. Identify gaps in leadership alignment and shared expectations.
2. Clarify decision roles and communication responsibilities.
3. Establish a practical rhythm for joint review and accountability.

EXPECTED OUTCOMES

1. Develop a shared leadership priorities map.
2. Document decision ownership for a current initiative.
3. Create a leadership alignment agreement and review schedule.

TAKEAWAY Leadership Alignment Charter

Practical learning. Clear next steps.

T08 Creating Synergy in Relationships

Connection, communication, and healthy boundaries

Build practical skills for relationships in which people can express needs, listen carefully, and address differences respectfully. This educational workshop emphasizes mutual choice and boundaries; collaboration never requires someone to accept intimidation, abuse, or unsafe conditions.

Best suited for: Adults, couples education groups, peer teams, community programs, and relationship-focused groups.

LEARNING OBJECTIVES

- 1. Identify needs, expectations, and unhelpful communication patterns.
- 2. Practice listening, clear requests, and respectful boundary-setting.
- 3. Differentiate ordinary disagreement from situations requiring specialized support.

EXPECTED OUTCOMES

- 1. Use a structured conversation guide in a practice scenario.
- 2. Write a clear request and a personal boundary statement.
- 3. Identify an appropriate next step for connection or outside support.

TAKEAWAY Relationship Communication and Boundaries Guide

Relationship education, not couples therapy or a substitute for abuse-related safety support.

T09 Rebuilding Synergy in Families & Communities

Shared responsibility, connection, and trust

Create space for families and community partners to identify shared priorities and rebuild practical cooperation. Participants examine barriers to participation, strengthen communication, and plan small, realistic actions without assuming that every conflict can or should be resolved through reconciliation.

Best suited for: Family-serving organizations, community coalitions, schools, faith communities, and neighborhood leaders.

LEARNING OBJECTIVES

- 1. Identify strengths, participation barriers, and shared concerns.
- 2. Practice inclusive dialogue and clear agreements.
- 3. Assign realistic roles for a family or community initiative.

EXPECTED OUTCOMES

- 1. Complete a family or community strengths-and-needs map.
- 2. Draft a shared communication and participation agreement.
- 3. Outline a 30-day action with an owner and progress check.

TAKEAWAY Family and Community Synergy Action Map

Move from awareness to a thoughtful, practical response.

T10 Building a Trauma-Informed Community

From shared understanding to coordinated practice

Help organizations translate trauma awareness into everyday interactions and coordinated support. The workshop introduces educational applications of Choice Theory, Reality Therapy, Acceptance and Commitment Therapy (ACT), and Mental Freedom alongside safety, voice, choice, and collaboration.

Best suited for: Community coalitions, schools, agencies, nonprofits, public safety partners, and service leaders.

LEARNING OBJECTIVES

1. Identify practices that support safety, trust, voice, and choice.
2. Connect needs, self-evaluation, and values-based action to nonclinical support.
3. Identify organizational barriers and opportunities for coordinated improvement.

EXPECTED OUTCOMES

1. Complete a focused review of one service or interaction.
2. Map partner roles, support resources, and referral gaps.
3. Develop a 90-day improvement plan with owners and review points.

TAKEAWAY Trauma-Informed Community Action Plan

Educational application of frameworks; not clinical treatment training or a clinical credential.

Reference: MaxOut: Trauma-Informed Algorithm and engagement formats

T11 How Trauma Impacts the Mind

Understanding stress, behavior, and supportive responses

Explore how traumatic stress may influence attention, memory, emotions, relationships, and behavior. Participants learn to approach observable distress with curiosity rather than labels while recognizing that experiences differ and a training participant should not diagnose another person.

Best suited for: Educators, supervisors, peer supporters, helping professionals, families, and community members.

LEARNING OBJECTIVES

1. Describe common stress responses and individual differences.
2. Recognize situations that may intensify distress or reduce felt safety.
3. Select supportive communication and appropriate referral options.

EXPECTED OUTCOMES

1. Explain a stress response in clear, non-stigmatizing language.
2. Practice a consent-based supportive response to a scenario.
3. Identify when concerns exceed the limits of the participant's role.

TAKEAWAY Trauma-Aware Response and Referral Guide

Reference: SAMHSA: trauma-informed approaches and programs

Practical learning. Clear next steps.

T12 Navigating Self-Care & Trauma

Sustainable support for people who serve others

Examine the personal and organizational demands of supporting others through stress and adversity. Participants identify warning signs, strengthen boundaries, and develop realistic recovery practices while recognizing that self-care alone cannot correct unsafe workloads or inadequate organizational support.

Best suited for: First responders, peer supporters, educators, ministry leaders, healthcare staff, and helping professionals.

LEARNING OBJECTIVES

1. Recognize personal stress signals and work-related sources of strain.
2. Distinguish individual self-care needs from organizational responsibilities.
3. Plan sustainable boundaries, support, and recovery routines.

EXPECTED OUTCOMES

1. Complete a personal stress-and-support inventory.
2. Identify one boundary and one workplace support request.
3. Create a practical wellness plan with a regular check-in.

TAKEAWAY Personal Wellness and Support Plan

T13 The Trauma-Informed Algorithm

Turning awareness into responsible action

Apply Dr. Charles Dent's integrative educational framework to practical decisions about support, relationships, and organizational response. Participants connect trauma-informed principles with needs, self-evaluation, values, and responsible planning through guided scenarios rather than diagnosis or automated risk scoring.

Best suited for: Educators, program leaders, supervisors, peer support teams, and human services organizations.

LEARNING OBJECTIVES

1. Describe how the framework connects awareness, relationships, and action.
2. Apply its educational concepts to a realistic workplace or service scenario.
3. Identify professional limits, referral needs, and follow-up responsibilities.

EXPECTED OUTCOMES

1. Complete a structured case-reflection worksheet.
2. Draft an appropriate response with clear role boundaries.
3. Select one practice change and a way to review its use.

TAKEAWAY Trauma-Informed Practice Application Worksheet

An educational framework, not a validated diagnostic tool, predictive algorithm, or treatment protocol.

Reference: [MaxOut: Trauma-Informed Algorithm and engagement formats](#)

Practical learning. Clear next steps.

T14 Mental Health First Aid

Recognize concerns, offer initial support, connect to help

A standardized Mental Health First Aid course focused on recognizing mental health or substance use concerns, offering initial support, and encouraging appropriate help. Learning follows the approved curriculum and MHFA Action Plan rather than a custom clinical intervention.

Best suited for: Employees, educators, community members, public-facing staff, and organizational support teams.

LEARNING OBJECTIVES

1. Recognize signs of possible mental health or substance use concerns.
2. Explain and practice the MHFA Action Plan in course scenarios.
3. Identify appropriate professional, community, and self-help resources.

EXPECTED OUTCOMES

1. Practice a supportive, nonjudgmental response.
2. Identify the limits of the mental health first aider role.
3. Demonstrate course learning and meet applicable completion requirements.

TAKEAWAY Approved MHFA learning materials and completion documentation, as applicable

Standardized course; duration, pre-work, and delivery follow the authorized curriculum.

Participant training, not instructor certification. Course version and current instructor authorization are confirmed before booking.

Reference: [National Council for Mental Wellbeing: Adult Mental Health First Aid](#)

T15 QPR: Question, Persuade, Refer

Suicide-prevention gatekeeper training

Introduce the QPR approach to recognizing possible suicide warning signs, asking directly about suicide, encouraging acceptance of help, and connecting someone with appropriate support. The course prepares gatekeepers to take an initial helpful step, not to provide clinical risk assessment or treatment.

Best suited for: Employees, community members, educators, faith leaders, peer supporters, and public-facing teams.

LEARNING OBJECTIVES

1. Recognize possible warning signs and situations that warrant concern.
2. Practice the Question, Persuade, Refer approach within course guidance.
3. Identify crisis resources and appropriate referral steps.

EXPECTED OUTCOMES

1. Rehearse a direct, compassionate opening question.
2. Identify a route to professional or emergency help.
3. Explain the boundaries of the gatekeeper role.

TAKEAWAY Approved QPR participant resources and local referral information

Standardized gatekeeper course; timing follows current QPR requirements.

Participant training, not instructor certification. Current instructor authorization and course requirements are confirmed before booking.

Reference: [QPR Institute: gatekeeper course scope](#)

Recognize strengths. Reclaim direction. Practice the next step.

T16 MaxOut Coaching

Self-leadership, purpose, and practical growth

Translate personal reflection into purposeful action through MaxOut's focus on self-awareness, self-leadership, self-assessment, and disciplined follow-through. Participants clarify what matters, examine current habits, and choose realistic steps toward growth without treating coaching as mental health treatment.

Best suited for: Adults, workforce participants, emerging leaders, employee groups, and community learning programs.

LEARNING OBJECTIVES

- 1. Connect personal values and strengths to a meaningful goal.
- 2. Identify habits, supports, and obstacles affecting follow-through.
- 3. Use reflection and self-assessment to adjust an action plan.

EXPECTED OUTCOMES

- 1. Complete a personal priorities and strengths review.
- 2. Define one goal with milestones and support needs.
- 3. Build a 30-day action plan and accountability check-in.

TAKEAWAY MaxOut Personal Growth Plan

Reference: [MaxOut: published personal-growth principles](#)

T17 The End of Average

An individualized path to recovery and purpose

Help participants look beyond limiting labels and one-size-fits-all expectations. This recovery-focused workshop explores individual strengths, values, and support needs so that personal goals reflect the person's circumstances rather than comparisons with someone else's progress.

Best suited for: Men and women in recovery, recovery community organizations, reentry programs, and peer-led groups.

LEARNING OBJECTIVES

- 1. Identify strengths and needs that shape an individual recovery journey.
- 2. Challenge comparison-based expectations and limiting self-descriptions.
- 3. Develop realistic goals alongside existing recovery supports.

EXPECTED OUTCOMES

- 1. Create a strengths-based personal identity statement.
- 2. Set one individualized recovery or life-development goal.
- 3. Identify resources, accommodations, and people who can support progress.

TAKEAWAY Individual Recovery and Purpose Map

Recovery education complements, rather than replaces, treatment, medication, or established recovery supports.

Practical learning. Clear next steps.

T18 **Mental Freedom in Recovery**

Awareness, values, and intentional next steps

Explore how thoughts, emotions, values, and everyday choices relate to recovery goals. Participants practice noticing internal experiences without shame, identifying available options, and seeking support. Personal agency is emphasized without suggesting that addiction, trauma, or emotional distress is simply a matter of choice.

Best suited for: Men and women in recovery, peer support groups, recovery programs, and community reentry initiatives.

LEARNING OBJECTIVES

- 1. Notice thoughts and emotional cues without treating them as instructions.
- 2. Identify values and available choices within real-life constraints.
- 3. Practice a pause, support-seeking step, and values-aligned response.

EXPECTED OUTCOMES

- 1. Complete a thought-and-response reflection.
- 2. Rehearse a supported response to a challenging situation.
- 3. Create a values-based daily practice and support plan.

TAKEAWAY Recovery Reflection and Values-to-Action Plan

Educational support, not psychotherapy or a substitute for individualized recovery care.

T19 **Black Resilience Theory**

Identity, cultural strengths, and collective wellbeing

A strengths-based learning experience exploring Black identity, cultural resources, community connection, and resilience. Participants consider both personal agency and structural barriers while rejecting the expectation that strength requires silence, constant endurance, or managing adversity alone.

Best suited for: Black-serving organizations, community leaders, educators, mentoring groups, and culturally responsive programs.

LEARNING OBJECTIVES

- 1. Identify personal, cultural, relational, and community sources of strength.
- 2. Examine how context and access shape opportunities for wellbeing.
- 3. Connect cultural strengths with support-seeking and practical action.

EXPECTED OUTCOMES

- 1. Complete a cultural strengths and support map.
- 2. Identify one personal goal and one community support need.
- 3. Develop a resilience plan that includes rest, connection, and resources.

TAKEAWAY Cultural Resilience and Community Support Map

Presented as a training topic and strengths-based lens, not a diagnostic theory or validated clinical model.

Practical learning. Clear next steps.

T20 Unchained Minds

Mental wellness for Black men and men of color

Create a respectful learning environment for discussing emotional expression, identity, stress, relationships, and help-seeking. The workshop centers varied lived experiences rather than stereotypes and helps participants consider what strength, support, and wellbeing can look like in their own lives.

Best suited for: Black men and men of color, men's groups, mentoring initiatives, workforce programs, and community partners.

LEARNING OBJECTIVES

1. Recognize messages that shape emotional expression and help-seeking.
2. Practice language for discussing feelings, needs, and boundaries.
3. Identify supportive relationships and accessible mental health resources.

EXPECTED OUTCOMES

1. Develop a personal vocabulary for describing emotional needs.
2. Rehearse a supportive conversation or request for help.
3. Create a mental wellness and connection plan.

TAKEAWAY Mental Wellness and Connection Plan

Participants may reflect privately and are never required to disclose personal trauma.

T21 Living at a Higher Level of Performance

Purposeful habits and sustainable execution

Define better performance in terms of meaningful priorities, consistent habits, and sustainable effort rather than constant overwork. Participants examine where attention and energy are going and build a simple system for focused action, feedback, and adjustment.

Best suited for: Employees, leaders, workforce participants, coaches, and personal-development groups.

LEARNING OBJECTIVES

1. Define success using values, responsibilities, and realistic capacity.
2. Identify habits and competing demands that affect execution.
3. Create measurable priorities and a regular review routine.

EXPECTED OUTCOMES

1. Choose one priority and a practical measure of progress.
2. Design a weekly habit and focus plan.
3. Set a review date and an adjustment strategy.

TAKEAWAY Higher-Level Performance and Habit Plan

Build the right learning experience.

Choose the depth that fits your audience and the practical change you want to support. Custom programs can be discussed for in-person or virtual delivery.

Keynote or awareness session | 45-75 minutes

Introduce a focused idea, shared language, and a practical next step.

Interactive workshop | 90 minutes

Explore a defined topic through reflection, discussion, and introductory practice.

Applied training | Half-day or full-day

Add case scenarios, skill practice, participant tools, and action planning.

Learning and implementation series | Multi-session engagement

Build skills over time with practice, feedback, and agreed implementation support.

Mental Health First Aid and QPR retain their own curriculum, timing, instructor, and completion requirements. Final scope, travel, materials, and fees are confirmed in the proposal.

Sample learning series

Service to Next Chapter

Peer Support for Veterans, First Responders & Families + Rite of Passage + Taking the Uniform Off

Planning focus: A coordinated set of peer-support, transition, and family-connection plans.

Leadership and Team Alignment

The Liberated Leader + Building Synergy in Leadership + Creating Synergy in the Workplace

Planning focus: A leadership alignment charter and a team working agreement.

Trauma-Informed Practice in Action

How Trauma Impacts the Mind + The Trauma-Informed Algorithm + Building a Trauma-Informed Community + Navigating Self-Care & Trauma

Planning focus: A practice application worksheet and a 90-day improvement plan.

Recovery, Purpose, and Sustainable Growth

The End of Average + Mental Freedom in Recovery + Living at a Higher Level of Performance

Planning focus: An individualized recovery map and a values-based action plan.

Sample pathways are planning options, not fixed packages. The engagement agreement specifies the selected courses, activities, tools, and any follow-up support.

Start with a clear purpose.

Tell us who the training is for, what participants need to practice, and how your organization will support application after the session.

Before the training

Clarify audience, goals, setting, accessibility needs, preferred timing, group size, and budget. Select the relevant objectives and participant tools.

During the training

Use relevant examples, reflection, guided practice, and appropriately scoped learning activities. Respect boundaries and voluntary disclosure.

After the training

Review a completed action plan, demonstrated skill, or agreed implementation step. Follow-up coaching, consulting, or evaluation is included only when specified.

Professional scope and participation

Training and coaching are educational and developmental services. They do not provide diagnosis, psychotherapy, medical treatment, or emergency care. Participation does not confer clinical competence or professional licensure.

Continuing education credit, professional certification, and state peer-support credentials are not implied. Any approved credit or credential is identified in the written engagement agreement.

General programs are delivered without religious content unless a faith-informed version is requested. Emotional Intelligence from a Biblical Perspective is explicitly Christian.

Personal responsibility is taught alongside safety, context, access to support, and respect for lived experience. Trauma, addiction, and mental health conditions are not presented as personal failures or simply a matter of choice.

Program standards

Mental Health First Aid and QPR follow their respective program requirements and are not compressed or combined with custom content in ways that alter the required curricula. Course version, instructor authorization, prerequisites, materials, and completion requirements are confirmed before booking.

[MHFA instructor requirements](#) | [QPR instructor requirements](#)

Bring the learning to your organization

Choose a program, describe your audience, and identify the practical change you want to support. We will use those priorities to define the proposed engagement.

MaxOut Coaching

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Please provide business and event information only. Do not include diagnoses, trauma histories, or confidential participant information in a training inquiry.

This catalog is not an emergency service. In the United States, call or text 988 for crisis support; call 911 for an immediate emergency.