Course Purpose:

The purpose of this course is to meet the training requirements for peace officers and 9-1-1 dispatchers specified in California Penal Code section 13519.41.

**Course Objectives:**

**1. The student will identify key moments in the LGBTQ history and be able to explain the impact they have on the LGBTQ community.**

**2. The student will identify the difference between sexual orientation and gender identity and how both relate to race, culture and religion.**

**3. The student will define terminology used to describe sexual orientation and gender identity.**

**4. The student will identify ways to create an inclusive workplace and to support LGBTQ+Q+ co-workers.**

**5. The student will describe how hate crimes and domestic violence impact the LGBTQ+Q+ community.**

(I) Introduction .25 hours

A. Learning Activity: Go around the room and ask if student is willing to share if they have any close relatives/friends that are a member of the LGBTQ+ community. What is their experience interacting with this person?

B. Why are we here

1. California AB2504 and Section 13519.41 PC

2. The West Valley / Mission Community College LGBTQ Community

3. LGBTQ Resources – student clubs and academic studies offered at WVC

4. LGBTQ demographics at WVMCCD

5. Ground Rules for this training.

(II) LGBTQ+ History and the Relationship with Law Enforcement .5 hours

A. Key moments in LGTBQ+ history

1. Handout Defining Moments worksheet. Facilitated classroom discussion on a few of the key moments (listed below).

2. History of public decency laws prior to 1970

3. Compton Cafeteria riots

4. Stonewall Riots

5. Learning Activity: Show Stonewall Riots video (3:55) (6:12). Students watch the two short videos regarding the Stonewall Riots and then participate in a facilitated classroom discussion on the impact this event had on the LGBTQ+ community.

6. The creation of the rainbow flag (show video: How the Pride flag came to be)

B. Current LGBTQ+ civil rights issues

1. Marriage equality

2. Religious freedom

3. Employment discrimination

4. Learning Activity: Exhibit photo collage of key moments in LGBTQ history and have students explain the event and the significance of the event/person to LGBTQ community.

(III) The difference between Sexual Identity and Sexual Orientation .5 hours

A. Learning Activity: Show the Ginger Bread Video (7:15). Students will participate in a small group activity involving identifying typical LGBTQ+ stereotypes. Each group assigned a specific category (gay men, gay women, transgender men, etc.) They will create a list of typical stereotypes assigned to that group.

B. Sexual Orientation: What science has discovered.

1. Attraction is not a choice

2. Behavior is a choice

3. Homosexuality removed from DSM in 1973

C. Sexual Identity

1. Intersex births

2. Gender dysphoria

D. How does gender identity related to sexual orientation?

1. No relationship

2. Sexual orientation doesn’t change with sex change

(IV) The terminology used to identify and describe sexual orientation and gender identity. .75 hours

A. Show Video: LGBTQ+ Terminology Explained

B. What are names and terms commonly used to describe LGBTQ+ people

1. LGBTQ+QQIAA

2. Slang terms

3. Derogatory terms

C. Common terminology

1. Transgender

2. Unacceptable terms

D. Origins of stereotypes – refer back to the lists created in the stereotype learning activity.

1. Media

2. Family

3. Peers

4. Learning Activity: Terminology Match Game. See Learning Activity Summary.

(V) Creating Safe and Inclusive Law Enforcement Workspaces .25

A. LGBTQ+ identities within the rank and file

1. LGBTQ+ people have always been part of rank and file

2. 2013 and 2015 Williams Institute Studies on Law Enforcement

B. Creating an inclusive environment

1. Workplace language

2. WVMCCD Policies preventing harassment and discrimination.

(VI) LGBTQ+ Community Concerns .5 hours

A. Hate crimes

1. Accounts for 2nd or 3rd most common bias motive

2. Gay men are most commonly targeted.

B. Domestic violence

1. Significant problem equal to straight community

2. Response strategies

C. Learning Activity: Scenario based learning activity. Instructor will conduct a facilitated scenario discussion on the appropriate steps to be taken based on the information presented in the scenario. Students will participate in a scenario involving a same-sex domestic violence investigation. Students will participate in a scenario involving an assault and hate crime investigation.

(VII) Final Assessment and Conclusion .25 hours

A. Final Assessment

1. Learning Activity: Students will participate in a facilitated activity where they will be presented with a series of questions each with multiple answers. The instructor will have the students collectively choose the correct answer. The instructor will conduct a facilitated discussion on each question to assure comprehension.

B. Next Steps

1. Facilitated discussion on what officers can do to make a positive impact on the LGBTQ+ community.

2. Conclude Course