

LGBTQ+ Community Awareness for Law Enforcement

Face-to-Face and Outline Format

2-Hour Course

Learning Outcome

1. The student will explain the difference between Sexual Orientation and Gender Identity and how both relate to race, culture and religion.
2. The Student will define terminology used to describe sexual orientation and gender identity.
3. Student will identify key moments in the LGBTQ+ civil rights movement.
4. The student will identify ways to create an inclusive workplace and to support LGBTQ+ coworkers.
5. The student will describe how hate crimes and domestic violence impact the LGBTQ+ community.

I. Introduction.

- a. Instructor introductions
 - i. Law enforcement experience.
 - ii. Personal history.
- b. Purpose and goals for the training
 - i. Legal mandates
 - ii. Learning outcomes.
 - iii. Improve effectiveness of law enforcement to provide service.
 - iv. Support LGBTQ+ coworkers.
- c. Rules and Agreements for discussion
 - i. Engage and participate fully.
 - ii. Don't worry about offending instructors.
 - iii. Ask the tough questions.

II. Common stereotypes related to the LGBTQ+ community

- a. What determines sexual orientation and gender identity?
 - i. Genes and other biological factors.
 - ii. Choice, abuse, experimentation.
 - iii. Failed relationships.
- b. How can you tell if someone is L,G,B, or T?
 - i. Masculine behaviors in women.
 - ii. Feminine behavior in men.
 - iii. Clothing and physical appearance.
- c. What jobs do LGBTQ+ people have?
 - i. Typically masculine jobs held by lesbians.
 - ii. Typically feminine jobs held by gay men.
- d. What does religion say about LGBTQ+ people?

- i. Bible, Quran, Torah.
 - ii. Origination of biblical documents.
 - iii. Evolving religions and interpretations.
 - e. What are names and terms commonly used to describe LGBTQ+ people?
 - i. LGBTQ+QQIAA.
 - ii. Slang terms.
 - iii. Derogatory terms.
 - f. Origins of stereotypes.
 - i. Media.
 - ii. Family.
 - iii. Peers.
- III. Sexual Orientation
 - a. What science has discovered.
 - i. Attraction is not a choice.
 - ii. Behavior is a choice.
 - iii. Homosexuality removed from the DSM in 1973
 - b. Kinsey Scale.
 - i. 17,000 sexual histories in 1948
 - ii. Spectrum from 0-6
 - c. Common terminology.
 - i. LGBTQ+QQIAA
 - d. Intersectionality of sexual orientation with race, religion, and culture.
- IV. Gender Identity
 - a. What science has discovered
 - i. Intersex births
 - ii. Gender dysphoria
 - b. Common terminology
 - i. Transgender
 - ii. Unacceptable terms
 - c. How does gender identity relate to sexual orientation
 - i. No relationship
 - ii. Sexual orientation doesn't change with sex change
 - d. Intersectionality of gender identity with race, religion, and culture
- V. LGBTQ+ History Related To Law Enforcement
 - a. Key moments
 - i. 1952 Homosexuality considered Sociopathic Personality Disturbance
 - ii. Stonewall Riots
 - iii. 1973 Change of the DSM II vote of 5,854 to 3,810
 - iv. Creation of rainbow flag
 - v. 1993 Don't Ask Don't Tell
 - vi. 1995 Hate crime sentencing enhancement
 - vii. 2004 first legal same sex marriage
 - viii. 2011 repeal of Don't Ask Don't Tell

- ix. 2018 ban on most transgender people from joining military
- x. 2019 end of gay panic defense
- xi. Feb 2020 9th circuit decision on gender conformation surgery
- xii. 2020 Supreme court ruling for equal employment for gender identity and sexual orientation
- b. Current LGBTQ+ civil rights issues
 - i. Marriage equality
 - ii. Religious freedom
- VI. Creating Safe and Inclusive Law Enforcement Work Spaces
 - a. LGBTQ+ identities within the rank and file
 - i. LGBTQ+ people have always been a part of rank and file
 - ii. 2013 and 2015 Williams Institute studies of Law Enforcement culture
 - b. Creating an inclusive environment
 - i. Workplace language
 - ii. LGBTQ+ liaison officers
 - iii. Policies preventing harassment and discrimination
 - c. Coming out process
 - i. Steps to coming out
 - ii. Common fears experienced by law enforcement professionals
 - iii. Supporting employees when they come out
 - iv. Extra challenges present in communities of color, religion, and culture
 - d. Being an effective ally
 - i. Reaching out to the LGBTQ+ community
 - ii. Supporting co-workers
- VII. LGBTQ+ Community Concerns
 - a. Hate Crimes
 - i. Accounts for 2nd and 3rd most common bias motive
 - ii. Gay men and Trans women of color most commonly targeted
 - b. Domestic violence
 - i. Significant problem equal to straight couples
 - ii. Response strategies
- VIII. Final Conclusion
 - a. Final review
 - i. Address additional questions