



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
POLICE DEPARTMENT

TRAINING OUTLINE

LGBT Awareness for Law Enforcement

Statement of Purpose: The purpose of this course is to provide law enforcement officers with the training required by California Penal Code Section 13519.41.

Learning Outcomes (Per POST requirements):

1. The student will be able to better explain the difference between sexual orientation and gender identity and show how both relate to race, vulture, and religion.
2. The student will define terminology used to describe sexual orientation and gender identity
3. The student will identify key moments in LGBTQ+ and civil rights movement
4. The student will identify ways to create an inclusive workplace and to support LGBTQ+= co workers
5. The student will describe how hate crimes and domestic violence impact the LGBTQ+ community

I. EXPANDED COURSE OUTLINE

- a. Disclaimer and course welcome .25 hours
 - i. Class goals (post learning outcomes)
 - ii. Rules – participation and asking hard or uncomfortable questions
- b. Meet the instructor
 - i. Qualification and experience
- c. 13519.41 PC requirements

II. Understanding Bias .75 hours

- a. Bias origin
- b. Common stereotypes
 - i. Learning activity (lists of stereotypes)- students will participate by providing feedback on the most common stereotypes associated with LGBTQ+ people as they relate to particular categories or subjects like: careers, appearance, religion etc.
- c. Breaking down, understanding common stereotypes, fact Vs. fiction.

III. Gender Identity vs. Gender Expression

- a. Definitions
 - i. Diagram with definitions
 1. Learning activity- fill in the blanks, diagram and definition sheet
- b. Terminology
- c. Is it a choice (science and biology)?

IV. Intersectionality

- a. Defined and explained



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- V. Terminology 1.0 hours
 - a. Definitions and discussions
 - i. Video LGBTQ 101
 - 1. Additional term sheet provides for reference
 - ii. Common terms broken down

 - VI. Transgender Community
 - a. Understanding Trans identities
 - i. Interacting with the trans community
 - b. Trans umbrella
 - i. Identify and understanding terminology
 - c. Pronouns
 - i. What they are
 - 1. How and when to use them

 - VII. Scenarios
 - a. Learning actives
 - i. Watch videos of law enforcement specific scenarios
 - 1. Students will watch and provide feedback
 - a. Each video will be broken down with best practices
 - i. Traffic stop scenario
 - ii. Hate crime scenario
 - iii. Public Restroom (transgender community)
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- VIII. LGBTQ+ History 1.0 hours
 - a. Sexual Act laws
 - i. Importance/ application for law enforcement today
 - b. Stonewall Riots
 - i. Video
 - 1. Importance/ application for law enforcement today
 - c. Mental disorder classification
 - i. Importance/ application for law enforcement today
 - d. Harvey Milk
 - i. Importance/ application for law enforcement today
 - e. Pride Flag
 - i. Importance/ application for law enforcement today
 - f. Aids epidemic
 - i. Importance/ application for law enforcement today
 - g. Matthew Shepard
 - i. Importance/ application for law enforcement today
 - h. Marriage Equality
 - i. Importance/ application for law enforcement today
 - i. Pulse Night Club
 - i. Importance/ application for law enforcement today
 - 1. Learning activity- students will match historical event information with specific events discussed in this section.



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- IX. Creating an Inclusive Workplace .50 hours
 - a. Employment Discrimination
 - b. Quotes from LGBTQ+ LE family
 - c. Using language to create inclusivity
 - d. Coming out at work
 - i. Scenario- how would you respond
 - 1. Tips and tools for response

- X. Crime in the LGBTQ+ community .25 hours
 - a. Statistics
 - b. Understanding hate crimes
 - c. Domestic Violence
 - i. Scenario Discussion
 - 1. Response tips and tools

- XI. LGBTQ+ youth .25 hours
 - a. Statistics
 - b. Tips and tools for understanding and interacting with youth
 - c. What would you do? Learning Activity
 - i. Students will engage in discussion after being provided with a law enforcement scenario specific to LGBTQ+ youth.
 - 1. Handling the scenario
 - a. Appropriate response
 - i. Understanding concerns unique to youth