

Event 01- Police Sciences
Session 31 – Working with LGBT Community
LD # 42 Cultural Diversity/Discrimination

Date Revised: 11/13/2018

Course Goal: To provide students with the understanding of the LGBT community both within and outside of the Los Angeles Police Department.

Learning Objectives:

- Define the term discrimination [42.2D]
- Define key indices peace officers should recognize and respect that make up evolving culture among a community [42.2I]
- Discuss the obligations of peace officers in preventing, reporting, and responding to discriminatory or biased practices by fellow officers [42.2J]
- Describe positive officer behaviors during contacts with members of a cross-cultural community [42.3B]
- Describe the terminology used to identify and describe the difference between sexual orientation and gender identify: Sexual Orientation, Gender Identity, Gender Expression, Queer/Questioning [42.4B1-4]
- Given a diagnostic instrument, questionnaire, personal inventory or equivalent method, students will participate in a learning activity that requires self-assessment to determine their own level of cultural sensitivity and experience in interrelating with cultural groups. The learning activity should also serve as a starting point for an instrument-facilitated class room discussion and/or small group discussions which address perceptions, experiences, fears, and stereotypes concerning contact with cultural groups Discussion may include, but is not limited to cultural stereotypes, ethno phobia, homophobia, xenophobia, sexual orientation, gender Identity, bias, and media impact on cultural perceptions [42.7A2]

Session 31 Time: 3 hours

Resources:

- Laptop, Projector, Speakers, DVD Player, Power Point “Community Awareness (Slides 1-16)”
- Audio/video device with Speakers
- Classroom with tables
- White board and Dry-Erase Markers
- Handouts: Workplace Discrimination Guide, POST LD#42 Workbook, Diagram “The Gender Bread Person”,
- LGBT Community Awareness Review Questions
- Video: “Just Ask”

- **Session Summary:** The recruit officer will have a better understanding of LGBT community, the difference between Sex, Gender Identity, Gender Expression and Sexual Orientation. They will have a better understanding on how to interact with the transgender community and discuss ways LGBT issues arise in the work environment. Utilize problem solving abilities (CAPRA) to solve LGBT work

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environment ethical dilemmas. They will discuss situations where officers may encounter the LGBT community and utilize problem solving abilities (CAPRA) to solve LGBT community related ethical dilemmas.

| Outline | Instructor Notes |
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| <p>I. LGBT</p> <p>A. Introduction</p> <ol style="list-style-type: none"> 1. Briefly introduce class topic and introduce instructor(s) and cadre member(s) by name and assignment. <ol style="list-style-type: none"> a. Direct class' attention to Training Triangle on desks. Remind them that at the base of the triangle are the Core Values. Discuss: Respect for People, Service to our Communities and Commitment to Leadership as they relate to this block of instruction. b. Make sure every table has Discrimination Reference Guide c. Rather than lecturing about the gay and lesbian community, this class is will be a facilitated discussion of topics and ideas. Share your ideas and try new ideas from others. d. The aim of the training is to stimulate thinking, not change your thoughts or beliefs. e. Remember ground rules that class came up with during Police Science Event (Week One). (Should always be posted in the classroom.) f. Some of these issues we'll talk about could bring out strong emotions, and on occasion, discussions might become intense, so we would like to add some ground rules from you that will help all of us stay focused today. <ol style="list-style-type: none"> 1) No discussion of sexual behavior <ol style="list-style-type: none"> a) This class is not about what goes on in the bedroom. b) But who people are and how that affects workplace. <ol style="list-style-type: none"> (1) Communication (2) Roles (3) Expectations (4) Teamwork (5) And job performance. | |

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| <p>c) No discussion of religious beliefs</p> <ul style="list-style-type: none">(1) There is a great diversity in religious beliefs. Some are accepting of homosexuality, some are not.(2) While your beliefs may be challenged, and you may be thinking about them in the light of the information we will provide and the discussions we will have,(3) OUR GOAL IS NOT TO QUESTION OR CHANGE YOUR RELIGIOUS BELIEFS. <p>d) No use of derogatory terms or “group bashing”</p> <p>B. Learning Activity #1: Video</p> <ul style="list-style-type: none">1. Facilitator to plays “Just Ask” message regarding LGBT Community2. At the end of the Video Facilitate discussion<ul style="list-style-type: none">a. Why do you think Chief made video?b. Why is this topic important?3. Transition: Now let’s get some ideas from you on some ways sexual orientation can come up in your interactions with peers and co-workers. <p>C. LEARNING ACIVITY #2: Ways That LGBT Issues Come Up in The Workplace</p> <ul style="list-style-type: none">1. Purpose: The students will identify ways in which sexual orientation comes up in their interactions with their peers, co-workers, supervisors and civilian personnel2. Materials: Whiteboard, Dry Erase Marker3. Procedure: Each Table<ul style="list-style-type: none">a. Imagine you have graduated the academy and you are working in your patrol assignment<ul style="list-style-type: none">1) Ask: Discuss amongst your table and come up with at least five examples where a person’s sexual orientation would come up in the LAPD workplace?”b. Give the class 5-10 minutes and have each table come up with at least five different responses. After 5-10 minutes depending on speed of tables, bring class back together for large group discussion.4. GROUP DISCUSSION: Large Group | <p>Learning Activity #1: Video “Chief Beck’s Message regarding the LGBT Community” (5min)</p> <p>Ask: Why do you think Chief made video? Ask: Why is this topic important?</p> <p>Learning Activity #2: Ways That LGBT Issues Come Up in The Workplace</p> <p>Ask: Discuss amongst your table and come up with at least five examples where a person’s sexual orientation would come up in the LAPD workplace?”</p> |
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a. Solicit an answer from each table. As they come up with the answers have your co-facilitator write that answer on one side of the white board. After each answer facilitate a discussion and briefly highlight specific issues as it relates to instructional objectives and core values.

1) Expected Responses:

- a) Partner or supervisor's orientation
 - b) Jokes, comments or inappropriate remarks
 - c) Rumor or gossip
 - d) Topical issues in the news (military ban, anti-gay initiatives, same sex marriage (Proposition 8))
 - e) Liaison officer to the gay & lesbian community
 - f) Support groups for gay & lesbian officers
 - g) Bringing "significant other" to Department functions
 - h) Personal information kept at work (photos of loved ones on desk or in locker, wear wedding rings, stickers, mugs w/logo, T-shirts)
 - i) Divisional Information Cards in case of injury/emergency notifications
 - j) Non-discrimination laws or policies
- (1) Sexual Harassment: The LAPD has a firm sexual harassment policy, which is applied equally in opposite gender and same gender situations. Sexual harassment has nothing to do with the sexual orientation of the parties involved. It is a behavioral problem.

b. Transition:

- 1) There is often an assumption that sexual orientation is not an issue when it comes to work, that is "what one does behind closed doors."
 - a) Ask: So, why talk about it at work?
- 2) After facilitated discussion direct classes attention back to answers they gave – that is why we need to discuss this issue.

Ask: So, why talk about it at work?

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D. GROUP DISCUSSION: Goals

1. Purpose: The student will identify the benefits of this class and what they want to learn or expect from the class.
2. Materials: White board, Dry Erase Markers (leave posted throughout entire block of instruction).
3. Procedure: Title Whiteboard “Goals”.
 - a. Ask: What are the benefits of this class and what they want to learn or expect to gain from the class?
 - b. As class answers have co-facilitator write response on white board
 - 1) Expected Responses:
 - a) Learn more about others
 - b) Increase your ability to relate to coworkers
 - c) Learn appropriate terminology
 - c. As answers are given, facilitate a discussion, making sure to cover the following areas and list on the board:
 - 1) Discuss advantages in police work of increasing awareness of similar and unique needs of the gay and lesbian community.
 - 2) Gain an understanding of the harms caused by sexual orientation discrimination and harassment
 - 3) Identify the community’s reluctance to interact with police during specific points of contact.
 - 4) Develop language skills for effective community and co-worker contacts.
 - 5) Understand Department policies and procedures as they relate to discrimination and sexual orientation
4. Transition:
 - a. We will be discussing issues of sexual orientation and discrimination within the Department and the community. We will provide general and specific guidelines for effective contacts with the gay, lesbian, bisexual and transgender communities.
 - b. Before proceeding, let us make sure we have some common definitions for talking about these issues.

E. DEFINITIONS

1. POWERPOINT Slides #1-16:

Ask: What are the benefits of this class and what they want to learn or expect to gain from the class?

Note: We have chosen this definition to help address the relevant issues. There are other

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| <ul style="list-style-type: none">a. Define Homophobia: [42.7A2]<ul style="list-style-type: none">1) Conscious prejudice against homosexuals or homosexuality2) We have chosen this definition to help address the relevant issues. There are other definitions.<ul style="list-style-type: none">a) Can be either conscious or unconscious.<ul style="list-style-type: none">(1) Conscious- Hate crime against homosexuals(2) Conscious- Calling someone a derogatory name for gay or lesbian(3) Unconscious- Thinking if a woman doesn't have children she must be a lesbianb. Define Discrimination: [42.2D]<ul style="list-style-type: none">1) Unlawfully treating a person differently than someone else.<ul style="list-style-type: none">a) As it relates to sexual orientation, it is differential treatment based on a person's real or perceived sexual orientation.b) In California, the same applies to gender and gender presentation.c. Define Sexual Orientation:<ul style="list-style-type: none">1) A person's primary emotional and physical attraction.2) It can be heterosexual, homosexual or bisexual.<ul style="list-style-type: none">a) Sexual orientation does not only refer to gay people, it also includes heterosexuals.d. Define Transgender:<ul style="list-style-type: none">1) A term used to refer to a person who is born with the genetic traits and anatomy of one sex (i.e., male or female) and self-identifies as another gender (i.e., feminine or masculine). A transgender person can be pre-operative, post-operative, or non-operative.<ul style="list-style-type: none">a) Some transgender persons wish to change their anatomy to be more congruent with their self-perception.b) Others do not have such a desire.c) The term refers to the self and not to sex partners.d) It is independent of sexual orientation. | <p>definitions.</p> |
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| <p>(1) Transgender persons can be heterosexual, homosexual or bisexual.</p> <p>e. Define Gender Identity:</p> <ol style="list-style-type: none">1) A person’s sense of being a man or a woman. <p>f. Define Gender Expression:</p> <ol style="list-style-type: none">1) Displays of gender identity through dress, demeanor, and language. <p>g. Define Transsexual:</p> <ol style="list-style-type: none">1) A person who feels that their gender identity is other than their biological sex and who may wish to change their anatomy to be more congruent with their self-perception.2) There is no correlation between sexual orientation and sexual identity;3) Therefore, transsexuals may be heterosexual, homosexual, or bisexual. <p>h. Define Transvestite:</p> <ol style="list-style-type: none">1) Individuals who regularly or occasionally prefer wearing the clothing socially assigned to the opposite gender.2) Note: this term is considered pejorative (derogatory) and should not be used. <p>i. Define Sexual Orientation:</p> <ol style="list-style-type: none">1) Who you are attracted to and want to have a relationship with2) Sexual orientation includes gay, lesbian, straight, bisexual and asexual <p>j. Define Gender Expression</p> <ol style="list-style-type: none">1) The physical and behavioral manifestations of one’s gender identity2) People vary greatly in the extent to which they hold and convey gendered thoughts, feelings, and behaviors.3) Refers to the way people convey their gender through mannerisms, behaviors or expressions. <p>k. Define Queer/Questioning</p> <ol style="list-style-type: none">1) Within the community “questioning” has come to mean anyone who hasn’t yet self-defined their sexual orientation, gender identity, gender expression, or some combination of the three.2) They have a feeling they might be different, but | |
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are still in process of exploration

F. Diagram of Sex and Gender Exercise

1. Handout: Diagram of Sex and Gender
2. To understand these definitions better look at the handout titled “Diagram of Sex and Gender”
3. Follow along and consider where you fall on each of the 4 different areas
 - a. Sex
 - 1) People are usually assigned a sex at birth – either male or female. A person’s sex is determined by bodily characteristics
 - a) Chromosomes
 - b) Hormones
 - c) Internal reproductive organs
 - d) Genitals
 - e) Hair growth patterns
 - 2) Intersex
 - a) Refers to a person born with both sets of genitalia
 - (1) Either fully formed or partially formed
 - (2) Gender is usually assigned at birth
 - 3) Every person in this room falls somewhere in the range between male and female
 - b. Gender Identity
 - 1) Describes one’s own internal sense of being a man or a woman
 - 2) For transgender people the birth assigned sex (top line) and their own internal sense of gender identity (second line) do not match exactly
 - 3) Think about where you fall on that line.
 - c. Gender Expression
 - 1) This refers to the ways in which people externally communicate their gender identity to others through:
 - a) Behavior
 - b) Clothing
 - c) Haircut
 - d) Voice
 - e) Emphasizing or deemphasizing or changing their body characteristics

Ask: What are your questions?

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| <ul style="list-style-type: none">2) Think about where you fall on that lined. Sexual Orientation<ul style="list-style-type: none">1) Refers to gender of the person one is attracted to2) Typically labeled heterosexual, homosexual or bisexual3) Transgender people may have any one of these orientations4) Remember Gender Identity, Gender expression and Sexual Orientation are not the same thinge. Questions?G. Tip for interacting with Transgender Individuals<ul style="list-style-type: none">1. Use the proper Pronouns based on the person’s self-identity or presentation<ul style="list-style-type: none">a. If you are uncertain simply ask how they would prefer to be addressed2. Allow Transgender individuals to access restrooms and public facilities that correspond with the transgender person’s identity3. Only inquire about genital status when it is necessary in the performance of your duties<ul style="list-style-type: none">a. Searchingb. Taking a person into custody and/or booking4. Do not assume that transgender people are “men appearing as women” or vice versa5. Do not make assumptions that transgender people are prostitutes and/or drug users6. Do not assume that transgender people have a mental disorder7. Do not inquire about surgeries or other details out of curiosity8. Language, Questions and Statements to avoid when interacting with a transgender individual<ul style="list-style-type: none">a. Derogatory language “she-male,” “he-she,” “it,” “tranny”b. Avoid asking “Have you had the surgery?” and “Are you complete?”c. Don’t say:<ul style="list-style-type: none">1) “You fooled me, you’re so convincing.”2) “I thought you were real”3) “What’s your ‘real’ name?” | |
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| <ul style="list-style-type: none">4) “Why are you like that?”5) “When did you know?”6) “What does your family think?”7) “So, are you gay? Do you like men or women?”8) “You’re so brave, or, it must be so difficult.” <p>9. When documenting crimes and completing IR narratives, refer to the transgender individual using the proper pronoun (e.g. If they are presenting as a female use, victim, her, or she where appropriate. Similarly, if the person is presenting as a male, use victim, he, or him).</p> <p>H. Transgender Community Issues</p> <ul style="list-style-type: none">1. Transgender individuals may change their gender and name on I.D. but are not required to do so.2. The DMV will take a new photo upon request3. The DMV will change gender upon receipt of a form DL 329, signed by a doctor or medical facility, including for people described as “transitional” and has done so since 1992<ul style="list-style-type: none">a. Starting in 2009, Transgender persons required to submit separate form to change name<ul style="list-style-type: none">1) Requires “official” document to change name<ul style="list-style-type: none">a) Most common is court orderb. Remember - 148.9 PC- false identification with intent to evade process of the court or proper identification by a police officer does not apply to person who “presents” as a different gender than that on I.D. <p>I. Transgender search issues</p> <ul style="list-style-type: none">1. As always do not violate 4th Amendment rights2. In field situations it is practical to explain that a pat down search is going to be conducted and ask what gender officer the suspect would prefer to conduct search.3. LAPD Policy mandates that arrestees be strip searched based upon their genitalia, regardless of their “gender presentation.” LAPD officers searching an arrestee are instructed to make gender determination based upon an arrestee’s genitalia (an arrestee with an intact penis is searched by a male and an individual with a vagina shall be searched by a female). | <p>Learning Activity #3: Case Studies 1-10</p> |
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| <p>J. Personal Story (30 Minutes)</p> <ol style="list-style-type: none">1. LGBT officer who wishes to speak must submit an outline of proposed comments, weaving in at least one instructional goal. <p>K. LEARNING ACTIVITY #3: Case Studies [42.2J] [42.2I]</p> <ol style="list-style-type: none">1. Purpose: The students will utilize problem solving skills (CAPRA) to resolve problems presented to them which address the various ways in which sexual orientation comes up both in the workplace and in partnering with the LGBT community.2. Materials: Case Studies, Discrimination Reference Guide including (but not limited to):<ol style="list-style-type: none">a. Mission of the Los Angeles Police Department and Core Valuesb. LAPD Manual Section 1/285c. OCOB Special Order No. 49 - December 2008d. Mayors Executive Directive No. 12 - June 2008e. L.A. City Council Municipal Ordinance July 1979<ol style="list-style-type: none">1) Policy 49.722) Unlawful Employment Practices 49.72f. Points of Contactg. Interview Strategies for Effective Police Response in the LGBT Communityh. Transgender Issuesi. Transgender definitionsj. Terminologyk. Terms & Symbolsl. Contact list of LGBT Police Organizationsm. Resourcesn. FACT SHEET: Sexual Orientation Discrimination Your Legal Rightso. FACT SHEET: Gender Identity Discrimination: Your Legal Rights3. Procedure: Distribute each table an individual case study to work through together.<ol style="list-style-type: none">a. Make sure each table has a reference guide and that they should cite the reference material to arrive at a group consensus as they work through each scenario.b. Instruct the class that after they have worked through the scenario, they should select a recorder, | <p>Guest Speaker</p> <p>LEARNING ACTIVITY #3: Case Studies (See attached case summaries)</p> |
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and a reporter or spokesperson to present their group's findings.

- c. The recorder shall write their group's responses on the worksheet provided.
- 4. Debrief: Facilitate a discussion based on the students' responses, integrating the objectives, core values and handout material.

L. Conclusion

- 1. This is only a beginning of the process of examining our own personal biases and focus on our role as a police officer. You have established a foundation of integrated training throughout your academy experience, which includes cultural diversity, the Museum of Tolerance, hate crimes investigation and today's class. This is the start of your career in which your daily interactions with the gay, lesbian, bisexual and transgender community (just like all other groups) and your co-workers.
- 2. Your responsibility to treat every person with respect and dignity. The Core Values and the Mission Statement at the base of the Training Triangle.
 - a. Unbiased and free from prejudice should not be governed by Department mandates, but your own commitment to provide quality police service and a positive work environment for everyone. (Core Value)

M. Key Learning Points

- 1. When we bring our personal biases and prejudices to work and act on them it creates many negative consequences and barriers that influence job performance and interactions with co-workers.
- 2. Everyone has a gender, gender identity and sexual orientation
- 3. Any type of discrimination is not tolerated and is misconduct
- 4. Stereotyping negatively effects the workplace
- 5. Domestic violence laws apply the same within the LGBT community
- 6. A person may legally provide officers with a driver's license where the gender is different than that which is

At the end of the case summaries go over our responsibilities as Police officers, include our Core values and our Mission.

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| <p>presented</p> <ol style="list-style-type: none">7. Sexual orientation discrimination harms relationships with the community and within the Department <p>N. LGBT Community Awareness Review Quiz</p> <ol style="list-style-type: none">1. Please allow recruits enough time to complete the review quiz prior to end of class.2. It's an open book Review quiz, the recruits may utilize their Workplace Discrimination Guide to complete assignment.3. All Review quizzes shall be completed by each recruit, collected and graded by the instructor before the end of class.4. All collected Review quizzes shall be rubber banded with a coversheet attached that has the HRTU Primary Instructors name, Recruit Class number.5. The graded Review quizzes must be turned into PSU/HRTU personnel the same day of that it was given. | |
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Learning Activity #1:
Video- "Just Ask" Message

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- A. Learning Activity #1: Video (5min)
 - 1. Facilitator to plays “Just Ask” video regarding LGBT Community
 - 2. At the end of the Video Facilitate discussion
 - a. Why do you think the Chief made this video?
 - b. Why is this topic important?
 - 3. Transition: Now let’s get some ideas from you on some ways sexual orientation can come up in your interactions with peers and co-workers.

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LEARNING ACIVITY #2:
Ways That LGBT Issues Come Up in The Workplace

- A. LEARNING ACIVITY #2: Ways That LGBT Issues Come Up in The Workplace (25min)
 - 1. Purpose: The students will identify ways in which sexual orientation comes up in their interactions with their peers, co-workers, supervisors and civilian personnel
 - 2. Materials: Whiteboard, Dry Erase Marker
 - 3. Procedure: Each Table
 - a. Imagine you have graduated the academy and you are working in your patrol assignment
 - 1) Ask: Discuss amongst your table and come up with at least five examples where a person's sexual orientation would come up in the LAPD workplace?"
- B. Give the class 5-10 minutes and have each table come up with at least five different responses. After 5-10 minutes depending on speed of tables, bring class back together for large group discussion.

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LEARNING ACTIVITY #3: Case Studies

- A. LEARNING ACTIVITY #3: Case Studies 1-10 [42.02.J] [42.02.I]
1. Purpose: The students will utilize problem solving skills (CAPRA) to resolve problems presented to them which address the various ways in which sexual orientation comes up both in the workplace and in partnering with the LGBT community.
 2. Materials: Case Studies, Discrimination Reference Guide including (but not limited to):
 - a. Mission of the Los Angeles Police Department and Core Values
 - b. LAPD Manual Section 1/285
 - c. OCOP Special Order No. 49 - December 2008
 - d. Mayors Executive Directive No. 12 - June 2008
 - e. L.A. City Council Municipal Ordinance July 1979
 - 1) Policy 49.72
 - 2) Unlawful Employment Practices 49.72
 - f. Points of Contact
 - g. Interview Strategies for Effective Police Response in the LGBT Community
 - h. Transgender Issues
 - i. Transgender definitions
 - j. Terminology
 - k. Terms & Symbols
 - l. Contact list of LGBT Police Organizations
 - m. Resources
 - n. FACT SHEET: Sexual Orientation Discrimination: Your Legal Rights
 - o. FACT SHEET: Gender Identity Discrimination: Your Legal Rights
 3. Procedure: Distribute each table an individual case study to work through together.
 - a. Make sure each table has a reference guide and that they should cite the reference material to arrive at a group consensus as they work through each scenario.
 - b. Instruct the class that after they have worked through the scenario, they should select a recorder, and a reporter or spokesperson to present their group's findings.
 - c. The recorder shall write their group's responses on the worksheet provided.
 4. Debrief: Facilitate a discussion based on the students' responses, integrating the objectives, core values and handout material.
- B. CASE STUDY SUMMARIES/ANSWERS:
1. Case Study 1
 - a. You are a P II, working mid P.M. watch patrol, in Newton Division. Your regular partner's name is Dave, and you have been working together for three months. Dave is an openly gay officer and used to work in Community Relations Section as liaison to the Gay and Lesbian community. After working with Dave for a while, you found that he shared your interest in sports. Before long, you were running together on your Code 7.

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Lately, you have both been getting to work early, to play a few games of basketball before watch. Recently, friends have told you that they have started to hear rumors. Some people are saying that you too are gay, because of the time that you spend with Dave. The rumors are not negative in nature, but they are not true.

1) Questions:

- a) How would you handle it?
- b) Is this misconduct? Does LAPD Manual 1/285 apply?
- c) Do you think that people are likely to jump to such conclusions? Why or why not?
- d) How could this behavior harm the Department's relationship with communities we serve?

2) Issues, concerns and things to consider:

- a) Students should not consider it a crisis that they are rumored to be gay, and if they think it is necessary, may take reasonable steps to clarify the situation.
- b) This is not misconduct at this point because the rumors are not "derogatory" (Per LAPD Manual 1/285).
- c) Discuss effect of stereotyping and on jumping to conclusions.
 - (1) Stereotype - all gay people are sexual predators.
 - (2) Stereotype- gay and straight men can't be friends
- d) Loss of trust, resulting in impaired relationship between the Department and the public
 - (1) Loss of confidence in the Department
 - (2) Reluctance to report crimes or information due to fear of being ignored, humiliated or harmed
 - (3) Increased hostility, up to and including physical resistance
 - (4) Reduction in level of service
 - (5) Violation of people's constitutional rights and, particularly within the Department:
 - (6) Increased stress for employees
 - (7) Impediments to employee's career growth
 - (8) Loss of qualified employees and applicants/Increased turnover
 - (9) Failure of the Department to reflect the diversity of the community

2. Case Study 2

- a. You have finished your probation and wheeled into Southeast Division as a P II. A classmate, Linda, has also wheeled in. She comes to you with a problem. Linda says that two or three female officers have approached her with warnings about Officer Jones. They told her that Officer Jones is a lesbian, and that Linda had better watch out or she would be getting hit on. Linda asked the other female officers whether Officer Jones had done or said anything inappropriate to anyone. They all said, "No", and stated that "it's because we don't give her a chance. When we're around her, we always make sure to talk about our husbands or boyfriends, or about having babies."

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They then told her that “You should do the same, too, until she ‘gets the message.’”
Linda asks for your advice on how she should handle it.

1) Questions:

- a) Do you think that she should be concerned? What advice would you give her?
- b) Is this misconduct? Does LAPD Manual 1/285 apply?
- c) What should she do if Officer Jones does ask her out?
- d) What should she do if Officer Jones begins to ask her out repeatedly and continually, and will not take "no" for an answer?
- e) How could this behavior harm the Department’s relationship with communities we serve?

2) Issues, concerns and things to consider:

- a) No, she should not be concerned. Advise Linda that she should not worry about it unless Officer Jones takes some specific action that is inappropriate.
- b) This is possibly misconduct on part of other unnamed female officers because the coworkers' actions show prejudice and bias.
- c) She should respond in whatever manner she feels comfortable.
 - (1) Explain that she is not interested or
 - (2) Just say no or
 - (3) Tell her that she’s seeing someone or is married and is not interested
- d) The Department's sexual harassment policy would apply.
 - (1) Sexual harassment is viewed by the Department as serious misconduct and will not be tolerated
 - (2) Whether it was same gender relationship or not all laws/policies regarding sexual harassment still apply.
- e) Loss of trust, resulting in impaired relationship between the Department and the public
 - (1) Loss of confidence in the Department
 - (2) Reluctance to report crimes or information due to fear of being ignored, humiliated or harmed
 - (3) Increased hostility, up to and including physical resistance
 - (4) Reduction in level of service
 - (5) Violation of people's constitutional rights and, particularly within the Department:
 - (6) Increased stress for employees
 - (7) Impediments to employee’s career growth
 - (8) Loss of qualified employees and applicants/Increased turnover
 - (9) Failure of the Department to reflect the diversity of the community

3. Case Study 3

- a. You are a P II, working Foothill Division day watch patrol. You have been working a “Hype Car”, for six D.P.’s with another P II, whose name is Bill. You enjoy working the detail with him, because he’s professional and he knows a lot about dope. Together you

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have had an excellent recap, and the Burglary detectives say that you are having an impact. Your Watch Commander has nothing but praise for you. Today, you are sitting in the report writing room completing reports, while Bill books yet another hype. Some of the other officer's start talking to you in a mock serious tone. "How can you stand to work with Bill? Everybody knows he's gay. Isn't he always looking at men? Does he make comments? Does he come on to guys when you're out on the street? They're all so aggressive. Aren't you embarrassed?" Some of the other officer's start talking to you in a mock serious tone. "How can you stand to work with Bill? Everybody knows he's gay. Isn't he always looking at men? Does he make comments? Does he come on to guys when you're out on the street? They're all so aggressive. Aren't you embarrassed?"

1) Questions:

- a) Is this misconduct? Does LAPD Manual 1/285 apply? Why or why not?
- b) Is it misconduct if it is just in fun, and no one believes any of these things about Bill?
- c) What role do stereotypes play in this situation?
- d) Is this discrimination? Why or why not?
- e) Would you say anything to those speaking? If so, what? Would you notify a supervisor?
- f) How would you respond if, during the time you had been riding together, Bill had come out to you as a gay man?

2) Issues, concerns and things to consider:

- a) Yes. Because the rumors and jokes are derogatory and damaging.
- b) Yes, it is misconduct
- c) These comments are fueled by common, negative stereotypes of gay men.
- d) Yes. Because this will negatively impact his ability to work.
- e) Officers could point out that this behavior is not funny and not acceptable. You shall notify a supervisor.
- f) No differently. That is not the issue.

4. Case Study 4

- a. You are working Wilshire Division patrol and are in Phase 3 of your probation. You have been assigned to the P.M. watch STORM Unit, handling report calls. In Roll Call, the Watch Commander reads an announcement about the upcoming divisional Holiday Party. After Roll Call, you ask the other U-car officer if he 's planning to go. He says that he'd like to go, but he isn't sure if the folks in the division could handle it. You ask him what he means by that. He responds, "My life partner is a man. We've been together for four years. Away from here, we do everything together, but I'm not so sure about this place. I don't want to shock anybody; maybe I should just come alone."

1) Questions:

- a) Why do you think he has confided this to you?
- b) Would you give him any response? If so, what?

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- c) Is there anything else you would add?
- 2) Issues, concerns and things to consider:
 - a) Because he feels that you are trustworthy.
 - b) Offer support and encouragement. Do not pressure him in either direction because coming out is a very personal decision.
 - c) Keep his statements confidential. Remind him that he can list his partner on department benefit forms with or without disclosing the nature of the relationship.
- 5. Case Study 5
 - a. Just before graduating from the Academy, you are told that a class of cultural diversity, addressing gay issues, will be taught by an openly gay member of the community. During the class, the man who is teaching states, “We, gay people, are just like you.” When the man says this, he is standing in front of one of your classmates and he touches your classmate on the shoulder. Just before graduating from the Academy, you are told that a class of cultural diversity, addressing gay issues, will be taught by an openly gay member of the community. During the class, the man who is teaching states, “We, gay people, are just like you.” When the man says this, he is standing in front of one of your classmates and he touches your classmate on the shoulder.
 - 1) Questions:
 - a) How would you respond to your classmate?
 - b) Do you think that sexual orientation and “AIDS” are related topics?
 - c) Is there misconduct here?
 - d) Do you believe this could be handled as a “training issue” as opposed to misconduct?
 - 2) Issues, concerns and things to consider:
 - a) The classmate’s actions are indicative of both prejudice and ignorance. If the recruit officer feels comfortable doing so, he or she can educate the classmate.
 - b) No
 - c) Not yet. Simply vocalizing that he did not like to be touched is not in and of itself misconduct. However, should the recruit persist in making a complaint it could be viewed as discriminatory behavior which is misconduct.
 - d) In LAPD Training Bulletin Vol. XXXV, Issue 16, July 2003, “Blood-borne Pathogens,” under “Non-Discrimination,” the policy clearly states that officers “shall not discriminate against an individual based on the individual’s actual or perceived medical status.” In this scenario, the possible misconduct is heightened by the fact that there was no discussion of medical status, only sexual orientation.
 - e) Training and education would be the most beneficial way to make the classmate a better employee and prevent any discriminatory behavior later in his/her career.

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6. Case Study 6

- a. You are a working mid P.M. watch patrol, in North Hollywood Division. You and your partner get a Radio Call of a 415 Disturbance. The comments indicate that two people are in a residence and the P/R has heard shouting and fighting. You respond to the location and find that the occupants are two men. They appear to have been arguing and fighting. The smaller stature man has obviously been drinking heavily and is intoxicated. The other man, a very tall and muscular man has bruises on his face. The entire residence is in disarray with evidence that many items have been intentionally smashed. From your observations, you decide to investigate for Domestic Violence. You ask each of the men what their relationship is. The one that has been drinking says, "It's none of your business" and gives the other man a stern look. The man with the bruises looks quickly away from the other man and says, "Oh, I don't want to press charges. It's no big deal. You should just leave."

1) Questions:

- a) Based on the above, would you leave? Why, or why not?
- b) Say that you have investigated and come to believe that one of the parties is the victim of domestic violence; however, that person remains reluctant to describe what has happened. What would you do?
- c) Is there anything else that should be kept in mind?

2) Issues, concerns and things to consider:

- a) Officers should not leave but stay and investigate for domestic violence.
- b) Use skills and techniques to conduct a successful domestic violence interview; Demonstrate concern and empathy, remain nonjudgmental, explain that the law protects people in gay relationships, explain the Cycle of Violence, offer confidentiality and available resources.
- c) Don't assume that the larger person is necessarily the dominant aggressor. Often officers will mistakenly try to assign "assumed" gender roles in determining dominant aggressor. Remember dominant aggressor is the person who is the most "significant aggressor" regardless of gender, size, etc.

7. Case Study 7

- a. You are a P II, working P.M. watch patrol, in West LA Division. You and your partner receive a Radio Call of a Death Investigation. While enroute, you and your partner talk about handling the call; gathering information, looking for evidence of a crime, making the proper notifications, etc. You both agree about taking a little extra time to offer support and assistance to next of kin, if present. When you arrive, you find that the deceased was a gay man who died after a long battle with cancer. His life partner of eighteen years is the person reporting. He's clearly very upset. Your partner says, "I'm going to tell this guy to wait outside. He's not legally related."

1) Questions:

- a) Do you agree with your partner's plan? Why or why not?
- b) If not, how would you proceed?

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- c) Can you think of any legal considerations?
 - d) What are the ethical issues involved?
 - e) How could this behavior harm the Department's relationship with communities we serve?
- 2) Issues, concerns and things to consider:
- a) No, because it shows disrespect.
 - b) Suggest to your partner that you have a better plan for handling the call. Offer to deal with the survivor yourself. Show empathy. Offer appropriate support and assistance.
 - c) Be aware that lesbian and gay couples often provide for situations like this with the use of wills, powers of attorney, etc. Also, domestic partnerships are formally recognized by various entities including the L.A.P.D., the City government and the State of California.
 - d) Think to yourself – how would you like to be treated if your significant other died after 18 years.
 - e) Loss of trust, resulting in impaired relationship between the Department and the public
 - (1) Loss of confidence in the Department
 - (2) Reluctance to report crimes or information due to fear of being ignored, humiliated or harmed
 - (3) Increased hostility, up to and including physical resistance
 - (4) Reduction in level of service
 - (5) Violation of people's constitutional rights and, particularly within the Department:
 - (6) Increased stress for employees
 - (7) Impediments to employee's career growth
 - (8) Loss of qualified employees and applicants/Increased turnover
 - (9) Failure of the Department to reflect the diversity of the community
8. Case Study 8
- a. You and your partner are working day watch patrol in Pacific Division. At about 12:30 in the afternoon, you both observe a '68 Dodge Dart make an unsafe left turn in the path of oncoming traffic. You get behind the vehicle and notice a rainbow flag sticker on the rear bumper. After running a check on the license plate, you initiate a traffic stop. The driver is a woman. When you approach, you observe the following: She appears very irate. She says that she's done nothing wrong, and that you've only stopped her because she is a lesbian. She continues, saying that it's a well-known fact that the LAPD is homophobic and always treats lesbians and gay men unfairly.
- 1) Questions:
 - a) How would you handle this encounter?

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- b) Say that, after you have written a citation, she continues to maintain that she is being harassed because she is a lesbian and refuses to sign it. How would you proceed?
- c) Say that she requests to speak with a supervisor. How would you proceed?
- 2) Issues, concerns and things to consider:
 - a) Use tactical communication skills (the Eight Step process).
 - b) Explain that you have cited her because of the traffic violation, and not because of her sexual orientation. Advise her that her signature is not an admission of guilt but only promise to appear.
 - c) Think about the times you have been stopped for traffic violation
 - d) Request a supervisor.
- 9. Case Study 9
 - a. You are a probationer, working Harbor Division morning watch patrol. You and your FTO observe a traffic violation and make a traffic stop. Your partner contacts the driver, who is alone in the car. You take a position as covering officer. When your FTO returns, she tells you the following: "That person in the car told me her name is Susan Smith. She looks like a woman and is dressed like one. But then she gave me this driver's license, and it's in the name of Michael Smith, a male. I asked her about it, and she said that she's a "Male to Female," whatever that means. "She doesn't seem like she's 'up to' anything, but she either lied to the DMV to get this license, or she's lying to us now. Either way, she's going to have to go to jail."
 - 1) Questions:
 - a) Would you agree that the person should be arrested?
 - b) What, if anything, would you say to your FTO?
 - c) What if your FTO isn't sure about your response? What could you do to support your position?
 - d) How could not having a clear understanding of policy impact police integrity?
 - e) Is this a misconduct situation?
 - f) How could this behavior harm the Department's relationship with the transgender communities we serve?
 - 2) Issues, concerns and things to consider:
 - a) No.
 - b) Explain that this may be a transgender person. If so, you are not going to arrest her.
 - (1) Talk to your FTO about what you learned in this class
 - (2) Talk to your FTO about any personal knowledge you may have about the transgender community
 - c) Suggest that you run the driver's license history, investigate further to confirm or eliminate defrauding the D.M.V.
 - d) Not yet. There was no disrespect or violation of policy, but you need to make sure your partner does not cross the line into misconduct with the violator.

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- e) Loss of trust, resulting in impaired relationship between the Department and the public
 - (1) Loss of confidence in the Department
 - (2) Reluctance to report crimes or information due to fear of being ignored, humiliated or harmed
 - (3) Increased hostility, up to and including physical resistance
 - (4) Reduction in level of service
 - (5) Violation of people's constitutional rights and, particularly within the Department:
 - (6) Increased stress for employees
 - (7) Impediments to employee's career growth
 - (8) Loss of qualified employees and applicants/Increased turnover
 - (9) Failure of the Department to reflect the diversity of the community

10. Case Study 10

- a. You and your partner receive a call to pick up a shoplifter at a major department store. The plainclothes security officer hands you his arrest report and the Private Person's Arrest Form and you see that the arrestee's name is "William Jones. "You observe that the arrestee appears to be female, wearing a dress and a very large hairdo wig.
 - 1) Questions:
 - a) How do you know where to "book" this person (i.e., men's jail or woman's jail facility)?
 - b) How would you search this person for weapons before transporting the person?
 - c) How would you address this person ("Ma'am," "Sir")?
 - d) How would you get this person to remove the wig to search for weapons or contraband?
 - e) Did you check to see if the arrest report identified this person as "transgender?"
 - 2) Issues, concerns and things to consider:
 - a) LAPD policy mandates that LAPD officers shall book "gay, lesbian, bisexual or transgender persons (LGBT) persons in separate Protective Custody." See LAPD Policy/Orders re: "Inmate Classification" & "Protective Custody." The L.A. County Sheriff's Department maintains a separate holding facility at their downtown jail for LGBT inmates. LAPD Policy mandates that arrestees be booked based upon their genitalia, regardless of their "gender presentation." LAPD officers booking an arrestee are instructed to make gender determination based upon an arrestee's genitalia (an arrestee with an intact penis is booked as a male and an individual with a vagina shall be booked as a female) for booking purposes. If there is a question about an individual's gender, LAPD officers shall seek the guidance of the doctor at LAPD booking facilities, as well as the jail Watch Commander. In general, decisions should be guided by what is best for

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the safety of the arrestee and within those contours, what respects their gender identity.

- b) LAPD Policy mandates that arrestees be searched based upon their genitalia, regardless of their “gender presentation.” LAPD officers searching an arrestee are instructed to make gender determination based upon an arrestee’s genitalia (an arrestee with an intact penis is searched by a male and an individual with a vagina shall be searched by a female)
- c) Officers should ask the arrestee how the person wishes to be addressed, with a preference for “Sir” or Ma’am,” or with a “Mr.,” “Miss” “Ms.” or “Mrs.” before the person’s last name.
- d) If there is no issue of officer safety or destruction of contraband, officers should request that the arrestee remove the arrestee’s own wig or ask how the arrestee would like the wig to be removed if the arrestee has been handcuffed, and officers should be guided by the response. Officers should determine if the arrestee has a preference as to how the arrestee is presented in public and, if the arrestee prefers to wear the wig while enroute to booking, this should be allowed. At booking, officers should ask and determine if there is a preference for how the wig is to be stored.

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Quiz
LGBT Awareness Review Quiz- Answer Key

1. List three benefits of increasing awareness of similar and unique needs of the LGBT community. (Any three of the following eight items)
 - Increased personal and ethical satisfaction
 - Improved quality of service provided
 - Reduce amount of personnel complaints
 - Enhanced community support and improved public trust
 - Reduced tension between officers and the LGBT community
 - By accepting diversity, we can learn how to communicate more effectively
 - Avoid presumptions/stereotypes of an individual's sexual orientation
 - Combat "homophobia" within the department

2. Sexual Orientation is a person's primary physical or emotional attraction. It can be either:
 - **Heterosexual**
 - **Homosexual**
 - **Bisexual**

3. _____ is an umbrella term for persons who have a self-image or gender identity not traditionally associated with their biological sex.
 - A. Gender Identity
 - B. Transgender**
 - C. Gender Expression
 - D. Gender Bending

4. When an individual identifies himself/herself as transgender, officers should:
 - A. Request to see their driver's license
 - B. Respect the expressed gender and not question it**
 - C. Conduct a frisk search to verify their self-identity

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5. List at least five forms of discrimination based on one's known or presumed sexual orientation, per LADP Manual Section 1/285.

(Policy against Discrimination Based on Sexual Orientation, Gender Expression or Gender Identity)

- **Written**
 - **Spoken**
 - **Graphic/demonstrative derogatory terms**
 - **Slurs**
 - **Comments**
 - **Gestures**
 - **Ridicule**
 - **Threats**
 - **Rumors**
 - **Jokes**
6. LAPD policy governing **Police Interactions with Transgender Individuals, (OCOP Notice April 2012)** states that when an officer has reason to believe that an arrestee is a transgender person, the officer shall:
- A. Advise the arrestee that he/she must be searched
 - B. Ask the arrestee if they have a preference to be searched by a male or female officer
 - C. Accommodate the request if it can be accomplished reasonably and quickly and without jeopardizing officer safety
 - D. All the above**
7. If an employee feels they are the target of discrimination, harassment or retaliation what department/ city /state and/or federal resources can an employee utilize. **(List 5)**
- **Supervisor**
 - **Professional Standards Bureau**
 - **Office of the Chief of Police**

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- **Office of the Inspector General**
 - **Office of Discrimination Complaint Resolution**
 - **Behavioral Science Services**
 - **Department of Fair Employment and Housing (DFEH)**
 - **Equal Employment Opportunity Commission (EEOC)**
8. List three examples of a specific point of contact in which the LGBT community may be reluctant to interact with police.
- **Hate Crimes**
 - **Domestic Violence**
 - **Lewd conduct/Prostitution/ ABC Violations**
 - **Activism/Civil Disobedience**
 - **Public Safety (parades, community events)**
 - **Daily radio calls (victims of violence, runaways, throwaways)**
 - **Medical emergencies**
9. If a citizen believes that they have been the victim of discriminatory treatment by a police officer, what entities within the department can they contact?
- **Field Supervisor**
 - **Watch Commander**
 - **Divisional Captain**
 - **Professional Standards Bureau**
 - **Office of the Chief of Police**
 - **Office of the Inspector General**
10. An officer can refuse to search a transgender arrestee based upon the arrestee identifying as transgender. True False