

**Los Angeles Police Department  
Cultural Diversity  
(LGBTQ Cultural Competency)  
POST 1850-23270  
Expanded Course Outline**

**Instructional Goal:** To provide dynamic and relevant information regarding how to better serve the Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) community consistent with Department policy and best practices.

**Performance Objectives:** Using group discussions, learning activities, guest speakers, and interactive polling, the student will:

- ❑ Review the way implicit bias can influence a person’s view of a diversity community.
- ❑ Discuss terminology and how languages changes and go over the current terminology used in the LGBTQ community.
- ❑ Discuss the factors that come into play with regard to the coming out process and how it intersects with police work.
- ❑ Review the Department policy related to law enforcement interaction with the Transgender Community
- ❑ Provide clear examples of how to conduct searches and write reports as it relates to the LGBTQ community.
- ❑ Review the Hate Crimes supplemental report and the importance of being respectful to the LGBTQ community with regard to assisting hate crimes victims.
- ❑ By the conclusion of the training, students will understand how to properly address individuals in the LGBTQ community and how to apply Department policy in the case of searches, report writing and how to use the Hate Crimes Supplemental Report.

**References:** Instructors, facilitators and training supervisors shall ensure that current references are utilized

**I. COURSE OVERVIEW**

**(120 Min)**

**A. Introduction & Course Overview**

1. Instructor (s)
2. Video: “Love Has No Labels” – Ad Council Videos
3. Brief overview of the course

**B. *Terminology Discussion: Why words matter***

**Purpose:** To review the terminology currently used in the LGBTQ community, to remind students that language is always changing, and to stress how much words do matter.

**Procedures:** Learning Activity – Word Match

1. Briefly open the activity by discussing outdated terminology.
  - a. Terminology changes all the time. How many people have teenaged children?
  - b. When was the last time you heard the terms “nifty” or “swell” or “rad”?
  - c. We are going to hand out cards to some of you in the class. The goal is to match the term with the definition.

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- d. You have 5 minutes to find your term and definition partner.
- e. All participants share their term and definition.

2. Terminology Review.

- a. Now that you've found your partners. We are going to discuss the key terms that are relevant in the LGBTQ community today.
- b. Have each person holding a term read their term and have their partner officer read the definition in order of the slides:
  - 1) Biological Sex
  - 2) Gender Identity
  - 3) Transgender
  - 4) Cisgender
  - 5) Gender Non-conforming / Gender Fluid / Gender Non-binary
  - 6) Gender Expression
  - 7) Feminine
  - 8) Masculine
  - 9) Androgynous
  - 10) Gender Transition
  - 11) FTM
  - 12) MTF
  - 13) Sexual Orientation
  - 14) Heterosexual
  - 15) Gay
  - 16) Lesbian
  - 17) Bisexual
  - 18) Questioning / Queer

3. Breaking down sexual orientation and gender identity in the LGBTQ.

- a. Consider discussing with the class the diversity of the LGBTQ community.
  - 1) L, G, B & Q – Attraction
  - 2) T & Q – Gender Identity
- b. The Spectrum – Where do you fall? Consider demonstrating by putting yourself on this spectrum.
  - Biological Sex
  - Gender Identity
  - Gender Expression
  - Sexual Orientation

**C. GROUP DISCUSSION:** Stereotypes and “Coming Out”

**Purpose:** Review what is a stereotype and how it applies to the law enforcement profession.

**Procedures:** Conduct an open discussion, addressing key points of officer safety and why or why not a person choose to tell someone if they are a police officer.

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1. Quick review: Stereotypes, Prejudice and Discrimination
  - a. Stereotypes – Cognitive
  - b. Prejudice – Affective
  - c. Discrimination - Behavioral
  
2. “Coming Out” as L, G, or B
  - a. Sexual orientation – a life-long process
  - b. Guest Speaker – Describe the coming out process either in general or personally and professionally and what were the challenges and benefits of doing so?
  - c. Challenges and Benefits
  
3. “Coming Out” as Transgender or Gender Non-binary
  - a. Gender identity – visible and often questioned.
  - b. Guest Speaker – Describe the coming out process either in general or personally and professionally and what were the challenges and benefits of doing so?
  
4. Transition – What does it mean to be in transition?
  - a. Psychological Transition.
  - b. Social Transition.
  - c. Legal Transition.
  - d. Medical Transition.

**D. *LEARNING ACTIVITY:*** Transition Exercise

**Purpose:** Transitioning is an extremely challenging process and often times people do not understand why Transgender individuals are unable to change their legal name and documents.

**Procedures:** Small group activity where the class breaks into groups of 4 or 5.

1. Break students into small groups
2. **DISTRIBUTE:** Piece of paper and pens or pencils.
3. **Instructions:** On the paper provided, list all the people in your life you would need to talk to if you were transitioning. Also, please make a list of all the places you would need to change your name/gender. You have 5 minutes to create your list and then we will share with the group.
4. **Class discussion:** Go over the lists group by group with one speaker per group. Have someone volunteer to write the information on the board.

**E. *LEARNING ACTIVITY:*** Results of Rejection

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**Purpose:** The stakes are high for LGBTQ people coming out to their family and friends, especially if they are youth. The results of rejection can have a provide impact on the individual and the community at large.

**Procedures:** Select five volunteers from the audience to read the Leelah Alcorn note. Typically, it is easiest to request five people who are parents to read.

1. Select your readers and have them read their portion of the note in order.
  - a. Leelah Alcorn a 17-year-old high school student from Kings Mills, Ohio, who was forced to go to Christian-based conversion therapy. On 12/28/2014, she wrote the letter that you just listened to and posted it on social media. She then left her home and went to a major highway and was hit by a truck and killed.
2. Discuss with the class the impact of rejection has on the LGBTQ community.
  - a. Homelessness
  - b. Survival Sex Work
  - c. Drug/alcohol abuse
  - d. Suicide
3. The U.S Transgender Survey of 2015 and the National Transgender Discrimination Survey of 2008.
  - a. 40% of respondent reported attempting suicide, compared to 1.6% of general population.
  - b. 90% of those surveyed reported experiencing harassment, mistreatment or discrimination at work.
  - c. Fact – 40% of Homeless Youth in LA County identify as LGBTQ, according to the Williams Institute at UCLA.
  - d. Fact – 19% of foster youth in LA County identify at LGBTQ.

**F. Quiz:** True or False?

1. Different Terms are used in different communities.
2. Terms are always changing.
3. There are “in-group” and “out-group” words.
4. Words and language can be harmful.

**II. Policy Review:** Police Interactions with Transgender Individuals.

**(100 Min)**

**A. OCOP Notice April 2012**

1. This is a review of LAPD policy and so the first thing is to see how many in the class recall or can recite the LAPD policy regarding interactions with the Transgender community.
2. Guidelines – established to ensure police contacts with transgender individuals are professional, respectful and courteous.
3. Do not use language that a reasonable person would consider demeaning.

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4. Respect the individuals gender identity by using their chosen name and pronouns.
  - a. If you're not sure, don't assume. Politely ask or say, "I'm Officer XXXX and I use he and him pronouns."
  
2. How to address a Transgender Individual
  
  
3. Field Searches
  - a. A search shall not be performed for the sole purpose of determining a person's anatomical gender.
  - b. Transgender people shall not be subject to more invasive searches.
  - c. When an officer has reason to believe that an arrestee is transgender, they shall inform the individual that he or she must be searched. Ask the arrestee if they would like be searched by a male or female officer. Document this on a DFAR.
  - d. An Officer shall not refuse to search a transgender arrestee based on the arrestee identifying as transgender.
  - e. Exigency – immediate search for weapons, anyone can search.
  
4. Strip Searches
  - a. This is one of the only times when it is appropriate to ask a transgender arrestee if they have had "bottom surgery."
    - 1) Bottom surgery is the correct term and is widely used in the LGBTQ community.
  - b. The Transgender individual shall be searched based upon their genitalia. (If the arrestee has a penis, they will be searched by a male officer.)
  - c. In the event a MTF (Male to Female Transgender arrestee) was not forthcoming about bottom surgery, the searching female officer would just advise the individual, "Due to our policy, I have to switch out with my partner."
  - d. NOTE: The LAPD Inmate Classification Form does ask an arrestee if they identify as a Transgender individual and if they are either FTM or MTF.
    - 1) Per Jail Division and LA Sheriff's, transgender individuals are housed for safety.
    - 2) In the event, you are required to move a Transgender arrestee to the Sheriff's, all Transgender individuals should be processed through Twin Towers and the Sheriff's Department personnel will determine if a Transgender female should then be moved to Lynwood. (This information was provided by the Sheriff's Department's LGBTQ liaison, Lt. Don Mueller.)
  
5. Report Writing / Hate Crimes Supplemental
  - a. Use legal name on the face sheet of Investigative Report, FI's etc.
  - b. Place their chosen name on AKA line.
  - c. At the top of narrative write: Victim, who identifies as a Transgender woman, from this point forward will be referred to by (insert chosen name) and by female pronouns.

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- d. Hate Crimes Supplemental – Used to help Officers in conducting initial investigations.

**B. PRACTICAL APPLICATION:** Scenarios

**Purpose:** As the instructor, your goal is to determine if the students have learned the correct terminology and can apply the policies in practice.

**Procedures:** Group Activity.

1. Scenario 1: Traffic Stop
2. Scenario 2: ADW / Possible Hate Crime
3. Scenario 3: Restroom radio call

**III. CLOSING**

**(20 Min)**

Reinforce key learning points:

1. Words matter and it is important to be current on updated LGBTQ terminology to better serve the community.
2. Regardless of diversity community, the Department is committed to treating all people with dignity and respect.
3. Reinforce the Department policy on law enforcement interaction with the Transgender community and how to conduct searches, report writing and using the hate crimes supplemental report.
4. Special thanks to the LAPD LGBTQ Working Group for putting together the training.