

Engaging LGBTQ Youth and Families: How Do You Show You are an Ally?

Program Description

This introductory workshop begins with an exploration of appropriate vocabulary, including: sexual orientation, gay, lesbian, bisexual, homosexual, same-sex couple, co-parents, transgender, transsexual, butch, and femme. Next will be an interactive activity to address myths, facts, and questions about LBGTQ people and families. After the exercise is complete, we will review information from research about gay and lesbian parents and the impact on their children's gender identity, sexual orientation, mental health, behavior, and relationships. The workshop will finish with a discussion of concrete steps to make services welcoming to LBGTQ families and to assist participants into considering next steps they can take make services accessible to families.

Learning Objectives:

Upon Completion of this workshop, participant should be able to:

- Identify the difference between sexual orientation and gender roles/identity;
- Describe an issue that faces LGBTQ clients;
- Explain how to address specific community needs in a culturally competent way;
- Demonstrate understanding that generalizations about a culture do not apply universally to every member of that community;
- Outline a plan for better serving LGBTQ clients.

Target Audience:

Professionals who work in public health, parent education, mental health or substance abuse who have limited knowledge or experience working with LGBTQ clients

Contact Hours:

2.0 to 4.0 contact hours

Agenda:

Group Rules/Creating Safety

Definitions/appropriate vocabulary/pronouns

- sexual orientation (gay, lesbian, bisexual, homosexual, same-sex couple, co-parents)
- gender identity and gender roles (transgender, transsexual, cisgender, gender queer, butch, and femme).

Myths, facts, and questions interactive activity

Personal Beliefs and appropriate professional behavior discussion

Faculty

Rachel Galanter, MPH, is El Futuro's Technical Assistance and Consultation Lead. A NC Parenting Education Network certified Parenting Educator, she has over 25 years of experience

with children, youth, and families. She uses Motivational Interviewing, the Community Resiliency Model, and Bio-feedback to help families address the stress and emotional issues that can be barriers to making change. She has employed proven models—Attachment Bio-Behavioral Catch Up, SafeCare, Language Is the Key, Triple P and Parent Child Interaction Therapy—to improve relationships between caregivers and children. Since 2002, Rachel has served as a task supervisor or field instructor for students in the MSW program at the School of Social Work. A certified trainer by the Motivational Interviewing Network of Trainers, she provides training and coaching to professionals on parent engagement, coaching, self-care and cultural awareness to help other agencies engage clients who need support but are ambivalent about making change or getting professional support. In addition to her professional work on behalf of families, Rachel was a foster parent for a decade and added two daughters (and now four grandchildren) to her family from that time.