



# Kelsey Pacha Consulting

Consultant and educator working for change for LGBTQ people and their allies.

Kelsey Pacha is a queer-identified transman who has worked with marginalized populations for 15+ years in a variety of settings. He is a graduate of Northwestern University and holds an M.A. in Religion and Psychology, a Master of Divinity, and a Certificate in Sexuality and Religion from Pacific School of Religion (Berkeley, CA.) He offers LGBTQ inclusivity and cultural humility trainings for corporations, clinicians, non-profits, schools, faith communities, and other providers. He has developed curricula for LGBTQ youth programs, faith communities, and presented at conferences across the country. Kelsey serves as the Board President of *Trans Bodies, Trans Selves*, which publishes a 649-page resource guide by and for transgender and gender expansive communities. He is the Religion and Spirituality chapter author and Survey Editor for the second edition of the book, to be released in June 2021. He regularly writes, edits, and reviews LGBTQ and spirituality-related content.

## **Kelsey Pacha Consulting Training Offerings 2020-21**

Kelsey offers the following trainings for corporate offices, providers, educators, and direct service professionals. Each training's objectives are modified for your specific audience. Contact Kelsey at [kelsey@kelseypachaconsulting.com](mailto:kelsey@kelseypachaconsulting.com) for full training summaries beyond title and learning objectives.

### **LGBTQ 101 or Gender/Pronoun 101 (Minimum 2 hours, or full day up to 8 hours)**

Participants will:

1. Become familiar with terms that refer to various sexuality and gender identities, and discern the differences between sexuality and gender.
2. Learn about three dimensions of sexuality (attraction, identity, and behavior) and reflect on their own experiences with sexuality.
3. Learn about three dimensions of gender (identity, biology, and expression) and reflect on their own experiences with gender.
4. Practice using gender-neutral pronouns and roleplaying what to do when someone is misgendered.
5. Learn about barriers faced by the LGBTQ community as they access services within multiple systems.
6. Develop best practices regarding gender and sexuality based on professional role.

### **LGBTQ 201 or Gender/Pronoun 201 for Providers (Minimum 2 hours to half day 4 hours)**

1. Review terms that refer to various sexuality and gender identities, frameworks for understanding gender and sexuality, and pronoun best practices.
2. Explore the connections between LGBTQ-supportive (provider/workplace) environments and outcomes.
3. Define intersectionality and LGBTQ-specific microaggressions.
4. Discuss best practices for implementing CA laws that protect LGBTQ people.
5. Collaborate on a case study in small groups and consider barriers for LGBTQ clients.
6. Complete a Personal Inventory detailing changes they can make in their individual and organizational professional context to be inclusive to LGBTQ colleagues, clients, and other stakeholders.

### **Spiritual Trauma, Abuse, and Mental Health Among LGBTQ People (8 hours)**

1. Learn about LGBTQ people and religious involvement.
2. Become familiar with the concept of spiritual trauma and various negative theological messages about being LGBTQ in the five major world religions.
3. Identify connections between these messages and negative mental health outcomes.
4. Reflect on their own relationship to religion and spirituality to reduce bias.
5. Collaborate on a case study exploring the interaction between faith, mental health, and LGBTQ identities.
6. Develop best practices to address religious and spiritual concerns in their individual provider context.

### **Bias, Power, & Privilege (minimum 2 hours-8 hours)**

1. Reflect on their unique combination of identities (age, ability, ethnicity, socioeconomic status, family status, education, immigration status, race, religion, gender, and/or sexual orientation) and develop

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- empathy for people who do not share the same combination of identities.
2. Define implicit bias, stereotypes, and discrimination.
3. Practice recognizing discrimination in their professional context and explore ways to intervene.
4. Define power and privilege, and discuss how they manifest in the audience's context.
5. Learn how to reflect on their privilege, question stereotypes, and interrupt discrimination in our context.
6. Brainstorm ways we can be allies to colleagues, clients, and in our communities, including how to respond to hate incidents.

## **Confronting Microaggressions (minimum 2 hours-4 hours)**

1. Define intersectionality & recognize how their identities interact to create relative privilege or marginalization.
2. Define three types of microaggressions and perform exercises to recognize each in context.
3. Understand how microaggressions can undermine professional (supervisory, customer service, therapeutic, etc.) relationships.
4. Roleplay how to respond to microaggressions in the audience's particular context.

## **Confronting White Supremacy & Microaggressions (6 hours)**

1. Define racism, whiteness, white privilege, white culture, & white supremacy.
2. Review the cycle of oppression as one model describing how individual incidents create inequity.
3. Take the Harvard Implicit Bias Test and practice reflection on one's biases with others.
4. Define white fragility and practice identifying & sharing about white fragility.
5. Become familiar with the concept of microaggressions and learn to recognize and respond to racist microaggressions in their context.
6. Roleplay a) intervening when exposed to a racist microaggression and b) taking responsibility when called in after committing a racist microaggression.

## **Exploring Identity Development Models for Youth with Multiple Identities (6 hours)**

1. Review Jean Piaget's Theory of Cognitive Development and Eric Erickson's Stages of Psychosocial Development as a foundation to evaluate several identity development models.
2. Become familiar with Sue et. al's Stages of Racial Identity Development Model, Cass' Model of Gay and Lesbian Development, Bem's Gender Schema Theory and Kohlberg's Stages of Moral Development.
3. Identify cognitive and psychosocial contexts that may influence a young person's identity development.
4. Complete case studies that illustrate the complex interaction between a person's multiple identities and generate a case plan to best support that young person's healthy identity development.

## **Know Your Rights for Providers Working with LGBTQ People/LGBTQ Employees (4 hours)**

1. Test their knowledge about laws that protect LGBTQ people in CA.
2. Discuss laws that protect LGBTQ people in the workplace and social systems in CA.
3. Learn about name & gender change processes (state and federal.)
4. Learn how to fill out name and gender change paperwork and how to fill out discrimination complaints.

## **Power, Privilege, and Interrupting the Cycle of Oppression (8 hours)**

1. Reflect on their unique combination of identities.
2. Define intersectionality and recognize how their identities interact to create relative privilege or marginalization.
3. Become familiar with the concept of microaggressions and learn to recognize them in context.
4. Define stereotypes, implicit bias, discrimination, power, privilege, institutional oppression, and internalized oppression.
5. Learn how these elements interact to create the cycle of oppression, and how the cycle impacts individuals' health, well-being, productivity, and job satisfaction.

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6. Learn how to recognize their own privilege, question stereotypes, and interrupt discrimination in their work and in larger society.
7. Learn strategies to support clients or colleagues in recognizing and resisting internalized oppression, including practicing non-violent communication, critical consciousness, and harm reduction.

## **Preventing Clinical Bias for Providers Working with Youth in Social Systems (6 hours)**

1. Reflect on their unique combination of identities and develop empathy for people who do not share the same combination of identities.
2. Define intersectionality and recognize how their identities interact to create privilege or marginalization in relation to their clients.
3. Define implicit bias, power, and privilege.
4. Explore four therapeutic models (Client-Centered, Critical Race Theory, Person-in-Environment, and Trauma-Informed Care) to reduce bias and empower clients.
5. Apply these four frameworks to a case study.
6. Consider three interventions to reduce the harm inherent to adult/child and client/therapist dynamics.

## **Religious and Spiritual Competency for Professionals (6 hours)**

1. Define religious and spiritual competency.
2. Review research related to the importance of religious/ spiritual matters and their intersection with overall health and well-being.
3. Review APA-recommended religious and spiritual competency principles.
4. Complete a self-assessment for religious/spiritual bias.
5. Develop best practices based on the intersectional needs of clients from various faith traditions.

## **Supporting Trans and Gender Expansive Youth 11 & Under (8 hours)**

1. Compare and contrast four models of gender identity development and analyze them in context.
2. Distinguish between transgender, gender nonconforming, and gender creative children.
3. Explore the concept of social transition and its impact on gender questioning children.
4. Review ten federal and state laws that protect trans and gender expansive children and youth.
5. Review implementation of laws providing for social and medical transition among children and youth in the child welfare system.
6. Complete three video case studies illustrating the difference between transgender, gender nonconforming, and gender creative children.
7. Discuss community and individual resources for caregivers of gender questioning children.

## **Train the Trainer: Information Delivery and Content-Building Skills for Providers, Part 1 (7 hours)**

1. Learn how to identify learning objectives and create a sample agenda.
2. Learn tips for creating an effective slide deck, and how to best leverage visual and verbal information.
3. Identify the needs & strengths of trainee population within the context of child welfare, juvenile justice, and other social service systems.
4. Practice/embody leading various training activities.
5. Create an evaluation based on learning objectives.

## **Train the Trainer: Information Delivery and Content-Building Skills for Providers, Part 2 (7 hours)**

1. Review the components of a training: agenda, slide deck, materials, activities, and evaluation.
2. Practice answering difficult questions through active listening and non-violent communication.
3. Practice recognizing and responding to microaggressions through roleplay.
4. Embody leading various activities designed to facilitate learning.
5. Critique the effectiveness of others' facilitation.

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