



**CITY UNIVERSITY OF NEW YORK
DEPARTMENT OF NURSING**

LPN to RN Nursing Bridge Course

Course Syllabus: Fall 2025

Course Number: Nursing 1000

Course Title: LPN to RN Nursing Bridge Course

Credit/Contact hours: 3 credits, 5 hours weekly

Class Meeting Days: Tuesdays Lecture, 6:00 pm – 9:00 pm, Thursdays Lab, 4:10 pm – 6:20 pm

Prerequisites: Acceptance to the LPN to RN Bridge Course-LRN Program, active LPN licensure, **and** ENG 1200, PSY 1100, BIO 1100, and SCI 2500.

Pre-/Co-requisites: BIO 1200

Co-requisites: ENG 2400, BIO 5100*, PSY 3200, and SOC 3100

*You **must** have taken BIO 5100 before Nursing 2000/Nursing 2200 as per the Degree Map.

(<http://catalog.kingsborough.edu/mime/media/14/487/Degree+Map+for+Nursing%2C+A.A.S.+LPN+to+RN.pdf>)

Faculty:

Julio E Torres, MSN, RN-BC, CRRN, CMSRN, NPD-BC

Assistant Professor

Email: julio.torres@kbcc.cuny.edu

COURSE DESCRIPTION

This course provides a bridge for Licensed Practical Nurses (LPNs) pursuing their RN licensure. Course content will include medical surgical nursing, pharmacology, and nutrition nursing concepts. The nursing process and informed decision-making are emphasized. Students will develop appropriate plans of care and emphasis will be placed on formulating expected outcomes

This course is part of an LPN to RN Bridge Program (LRN), which provides a structured opportunity for Licensed Practical Nurses (LPNs) to demonstrate proficiency in Medical Surgical Nursing, Pharmacology and Nutrition Nursing concepts. These areas of proficiency are embedded in NUR 1700 – Calculations for Medication Administration (1 credit), NUR 1800 – Fundamentals of Nursing (7 credits), and NUR 2100 –Nursing the Ill Adult I (9 credits). Students who successfully complete the course with a minimum grade of “C” will receive Credit for Prior Learning (CPL) for NUR 1700, NUR 1800, and NUR 2100, allowing the student to obtain advanced standing within the Nursing program and completing the clinical component of the program within three semesters.

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This would provide for an earlier transfer to a BSN program, which students are required to do within 10 years of receiving their RN.



Welcome to the Nursing 1000- LPN to RN Bridge Course. Congratulations on selecting Kingsborough Community for the pursuit of your nursing degree. My name is Professor Julio Torres, and it is truly my privilege to be your instructor for this course.

The NUR 1000 faculty is committed to serving students from all diverse backgrounds and viewpoints. The diversity of our KCC students is a resource, a strength, and a significant benefit. Therefore, it is expected that we maintain an atmosphere of mutual respect for diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture in class, simulation lab, and in the clinical setting.

The nursing faculty is committed to your success and well-being. This class will cover common health problems in adult patients, as well as aspects of nursing concepts, including nutrition, pharmacology, and medical-surgical nursing. The nursing interventions explored in this class are grounded in the physiological and psychological needs of our patients. The faculty is aware of the stress and volume of work that lies ahead, and we are here every step of the way to support and guide you. If you encounter any academic difficulties during this course, please reach out. We are here to offer guidance, support, resources, and develop strategies for effective learning and study habits. In addition, we encourage you to lean on one another for support. Together we are better, please do not struggle alone.

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STUDENT LEARNING OUTCOMES

The learning outcomes for students taking this course are determined to be in compliance with the philosophy and mission of Kingsborough Community College and the NYS Department of Education; and aimed at meeting the Kingsborough Community College Nursing Program Educational Objectives (Outcomes), the ACEN Standards and Criteria, the Quality Safety Education for Nurses (QSEN) competencies and the American Nurses Association (ANA) Code of Ethics.

1. Demonstrate safe nursing practices while delivering patient-centered care
2. Initiate priority nursing interventions that are specific to the adult patient
3. Utilizes evidence-based practice when providing nursing care
4. Integrate critical thinking strategies to guide clinical reasoning when providing patient care
5. Define standards of teamwork and collaboration with members of the healthcare team
6. Analyze effective leadership and management strategies within the healthcare system
7. Apply principles of information and technology in the delivery of care
8. Demonstrate the principles of ethical and legal standards as related to the practice of the Registered Professional Nurse

MEDICAL SURGICAL NURSING COURSE LEARNING OUTCOMES:

1. Applying the nursing process to care for adult clients with acute and chronic illnesses, consistently modifying care based on evaluation of expected patient outcomes.
2. Demonstrate increasing knowledge, skills, and attitudes consistent with professional practice in providing care for adult clients.
3. Applying critical reasoning skills to provide safe and effective care to adult clients.
4. Demonstrating effective communication skills when interacting with clients, families, and members of the inter-professional teams.
5. Incorporating care that addresses the cultural, ethnic, spiritual, and social diversity of the clients served.
6. Integrating knowledge of legal, ethical, and professional standards in the delivery of nursing care.
7. Applying the promotion of health and managing illnesses by incorporating patient education into the care of patients, families, and the communities we serve.

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8. Validating skills in the care of acute and chronically ill adult patients using translation science, research, Evidence-Based Practice (EBP), and information technology.
9. Demonstrating an attitude that is consistent with role development, increasing professionalism, and a commitment to lifelong learning.
10. Integrating the use of reflection to develop skills of self-awareness and self-monitoring to improve practice in providing patient-centered care to the adult population.

CONCEPTS IN PHARMACOLOGY & NUTRITION COURSE LEARNING OUTCOMES:

1. Applying the Nursing Process to care for the patient and family, integrating nutrition and pharmacology principles, consistently modifying patient care based on evaluation of expected patient outcomes
2. Demonstrating increasing knowledge, skills, and attitudes in providing care consistent with professional practice.
3. Demonstrating critical thinking skills to provide safe and effective medication administration to patients.
4. Integrating knowledge of legal, ethical, and professional standards in the delivery of principles of pharmaceutical and nutritional interventions.
5. Promoting health and illness prevention by integrating patient education into the care of patients, families, and the communities we serve.
6. Demonstrating increasing skills in the care of patients and their families using Translation of Research, Evidence-Based Practice (EBP), and Information Technology.

INSTRUCTIONAL METHODS

Lecture, PowerPoints, guided discussion, case studies, writing assignment, cooperative learning, inquiry-based instruction, computer-assisted instruction, study guides, learning reflections, self-instruction modules, quizzes, and exams.

MEDICAL- SURGICAL TOPICAL OUTLINE

Week 1

Professional Nursing Practice and Care of Adult Clients using the integrated phases of the Nursing Process.

Comparing roles and responsibilities of the RN vs LPN. Understanding the characteristics and process of critical thinking and clinical decision making.

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Applying the nursing process as a framework for nursing care, management of care, and health promotion with emphasis on assessment, and diagnosis.

Care of Clients with Alteration in Metabolic and Endocrine Function

Use the nursing process develop a plan of care for client with alterations in blood glucose, and ketoacidosis. Discuss the clinical manifestations, and pathophysiology of

diabetes on the vascular system. Using the nursing process to care for clients with

Diabetes type 1 and 2. Diabetes Ketoacidosis (DKA), Hyperglycemic Hyperosmolar

Non-ketotic Syndrome (HHNS), Diabetes Insipidus, (DI), Syndrome of Inappropriate

Anti-Diuretic Hormone (SIADH).

Week 2

Care of Clients with Alteration in Digestive disorders and Bowel Elimination

Assessment of intestinal function, preparation, and teaching for diagnostic testing, malabsorption syndrome, diverticulosis, diverticulitis, regional enteritis, and ulcerative colitis, hemorrhoid, inflammatory bowel disease, bowel diversion, appendicitis and peritonitis, bowel obstruction.

Week 3

Management of Patients with Dysrhythmias and Conduction Problems

Correlation of the components of the normal electrocardiogram waveform with physiologic events of the heart. Identify ECG criteria, causes, and management of basic dysrhythmias. Discuss pacemakers and other implantable cardiac devices, Describe invasive methods to diagnose and treat recurrent dysrhythmias

Week 4

Management of Patients with Coronary Vascular Disorders

Understand the pathophysiology, clinical manifestations, and treatment of coronary atherosclerosis, angina pectoris, and myocardial infarction clients. Use the nursing process as a framework for care of patients with angina pectoris and acute coronary syndrome.

Describe percutaneous coronary interventional coronary artery procedures.

Week 5

Management of Patient with Structural and Inflammatory Cardiac Disorder

Define valvular disorders and describe the pathophysiology, clinical manifestations, and management of patients with mitral and aortic diseases.

Describe types of cardiac valve repair and replacement.

Week 6

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Management of Patients with Complications from Heart Disease

Identify the etiology, pathophysiology, and clinical manifestations of clients with heart failure (HF). Describe the management of patients with HF. Use the nursing process as a framework for care of HF clients. Develop an education plan for patients with heart failure

Week 7

Assessment and Management of Patients with Hypertension

Define normal blood pressure (BP) & categories of abnormal BPs
Identify risk factors for hypertension. Discuss the significance of hypertension.
Describe the treatment approaches for hypertension including lifestyle modifications and medication therapy.

Week 8

Management of Patients with Shock, Sepsis, and Multiple Organ Dysfunction Syndrome

Apply the pathophysiology, clinical manifestation, and assessment of the client experiencing shock. State the nursing care and management of client in various stages of shock. Describe the Multiple Organ Dysfunction syndrome.

Week 9

Care of Patients with Alteration in Kidney disorder and Urinary Elimination

Assessment of renal, and urinary dysfunction, including but not limited to urinary tract infection, urinary flow obstructions, renal calculi, benign prostatic hypertrophy, prostatic cancer, and prostatectomy. Preparation of client for diagnostic testing, and pre-and-post-surgical nursing care.

Week 10

Management of Patients with Infectious Diseases

Differentiate between the concepts of colonization, infection, and disease, and describe the chain of infection transmission. Identify federal, state, and local resources available for information about infectious diseases and discuss the benefits of recommended vaccines for healthcare workers & clients. Compare and contrast standard and transmission-based precautions and discuss the elements of each prevention method
Describe the concept and the nursing management of patients with emerging infectious diseases. Use the nursing process as a framework for care of the patient with an infectious disease (including an STI)

Week 11

Care of Patients Experiencing Altered Immune System disorders

Nursing care and assessment of the immune compromised patient, HIV/AIDS, systemic lupus erythematosus (SLE). Describe the opportunistic disease associated with HIV/AIDS, and SLE.

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Week 12

Care of Patients with Alteration in Sensory Perception.

Reviewing the anatomy and physiology of the eye and ear. Assessment and management with clients of clients with eye and vision disorders. Using the nursing process to care for clients with hearing and balance disorders.

**CONCEPTS IN PHARMACOLOGY & NUTRITION STUDENT LEARNING
OUTCOMES:**

1. Applying the Nursing Process to care for the patient and family, integrating nutrition and pharmacology principles, consistently modifying patient care based on evaluation of expected patient outcomes
2. Demonstrating increasing knowledge, skills, and attitudes in providing care consistent with professional practice.
3. Demonstrating critical thinking skills to provide safe and effective care to patients and their families.
4. Demonstrating effective communication skills when interacting with patients, families and members of the inter-professional teams.
5. Integrating care that addresses the cultural, ethnic, spiritual and social diversity of patients and their families.
6. Integrating knowledge of legal, ethical, and professional standards in the delivery of nursing care.
7. Promoting health and prevent illness by integrating patient education into the care of patients, families, and the communities we serve.
8. Demonstrating increasing skills in the care of patients and their families using Translation of Research, Evidence Based Practice (EBP), and Information Technology.
9. Demonstrating an attitude that is consistent with role development, increasing professionalism, and a commitment to lifelong learning.
10. Integrating reflection to develop skills of self-awareness and self-monitoring to improve practice in providing patient centered care.

CONCEPTS IN PHARMACOLOGY & NUTRITION TOPICAL OUTLINE

1. Care of Patient with Nutritional Needs.

Identify physiological, cognitive, and psychological changes that impact nutritional intake.

Learn about concepts that impact the nutritional intake of the patient.

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Apply the nursing process to assess and implement changes in nutritional status of the patient.

2. Care of Patient with Nutritional Deficiencies

Identify the nutritional changes affecting different age groups of patients.

Explain influence of culture and religion on patients' nutritional intake.

Gain knowledge of enteral and parenteral nutrition

3. Concepts of Pharmacology

Identify the principles of drug administration

Learn importance of applying nursing process during medication administration

Explain methods of patient teaching about self-medication administration

4. Concepts of Drug Administration

Identify physiological, age related changes affecting drug metabolism and elimination

Explain influence of culture and religion on patients' medication regimen.

Learn Drug to drug interactions

5. Care of Patients with Medication Administration Needs

Utilize the process of proper identification of the patient to be medicated.

Explain the six (6) Rights and three (3) Checks of medication administration.

Describe the different routes of medication administration.

6. Care of Patients with Alterations of Autonomic Nervous System

Learn actions of cholinergic and anticholinergic medications.

Explain action and side effects of CNS stimulants and depressants

Identify agents affecting Autonomic Nervous System

7. Care of Patients with Alterations of Central Nervous System

Learn actions Nonnarcotic and narcotic analgesics medications.

Explain action and side effects of neuromuscular medications

Identify agents affecting Central Nervous System

8. Care of Patients with Alterations of Immune System

Learn actions Anti-inflammatory and antibacterial medications.

Explain action and side effects of antiviral medications

Identify agents affecting Immune System

9. Care of Patients with Alterations in Respiratory and Cardiovascular Systems

Identify the importance of proper respiratory function.

Gain knowledge of the various respiratory disorders medications

Explain action and side effects of cardiovascular medications

10. Care of Patients with Alterations in Gastrointestinal and Endocrine Systems

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Identify the importance of proper endocrine function.

Gain knowledge of the various gastrointestinal disorder's medications

Explain action and side effects of endocrine medications

Teaching Strategies: Lecture, guided discussion, case studies, gaming, audiovisuals, videos, skill demonstrations and return demonstrations, small group activities, computer-assisted instruction, models, study guides, self-instruction modules, guided learning experiences in laboratory, and low and high-fidelity simulations.

COURSE MATERIALS

Required:

Hinkle & Cheever (2022). *Brunner & Suddath's medical-surgical nursing* (15th ed.). Philadelphia: Lippincott.

McCuiston, L. (2023). *Pharmacology: A Patient-Centered Nursing Process Approach*, (11th ed.) Philadelphia: Elsevier Company.

ATI Learning and Integrated Testing Resources

Websites:

Davis' Drug Guide Book- www.drugGuide.com/

National Institute of Health- www.nih.org/

Up-To-Date Resource- <https://www.wolterskluwer.com/en/solutions/uptodate>

Mayo Clinic Resource- www.mayoclinic.org/

Recommended:

Ackley, B.J. & Ladwig, G.B. (2011). *Nursing diagnosis handbook* (9th ed.). St. Louis, MO:

Mosby-Yearbook.

Dudek, S. G. (2022). *Nutrition essentials for nursing practice* (9th ed.). Philadelphia: Wolters-Kluwer.

Jensen, S. (2018). *Nursing health assessment: a best practice approach* (3rd ed.). Philadelphia:

Wolters- Kluwer.

Olsen J., Giangrasso, A., & Shrimpton D. (2022). *Medical dosage calculations: a dimensional analysis approach* (11th ed.). Upper Saddle River: Pearson.

Swearingen, Pamela L. (2011). *Manual of medical surgical nursing care: Nursing interventions and collaborative management* (7th ed.) St. Louis, MO: Mosby

Vallerand, A.H., & Sanoski, C. A. (2025). *Davis drug guide for nurses* (19th ed.). Philadelphia: F.A. Davis.

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Venes, D. (2022). *Taber's cyclopedia medical dictionary* (24th ed.). Philadelphia: F.A. Davis.

GRADING SCALE – REGISTERED NURSING PROGRAM:

Grades will be calculated according to college and departmental policy as follows:

| LETTER | NUMERICAL RANGE |
|-----------|-----------------|
| A+ | 97 - 100 |
| A | 93 -96 |
| A- | 90 - 92 |
| B+ | 87 - 89 |
| B | 83 - 86 |
| B- | 80 - 82 |
| C+ | 78 - 79 |
| C | 75 - 77 |
| C- | 70 - 74 |
| D+ | 66 - 69 |
| D | 60 - 65 |
| F | < 60 |

W Withdrew without penalty

WU Unofficial withdrawal

INC Doing passing work, but missing an assignment or an examination; changes to a “FIN” if work is not made up by the 10th week of the next 12-week session

FIN Failure as a result of an Incomplete

Evaluation Methods:

| | |
|-----------------------------------|-------------|
| Unit Examinations (3) | 22% each |
| Final Examination | 32% |
| ATI Fundamentals Proctored Exam | 2% |
| Medication Calculation Competency | Pass/Fail |
| EKG Interpretation | Pass / Fail |
| Case Study | Pass / Fail |
| ATI Math Module | Pass / Fail |

FINAL GRADE DETERMINATION

All exams are cumulative; any material previously covered in the course may be retested at any time in the course.

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Please note: Students must pass the theory portion of the course with a 75.0 (C) or above and achieve a satisfactory grade for the Medication Calculation Competency and clinical- laboratory practicum of the course. Unsatisfactory in the clinical-laboratory practicum and/or failure in theory portion will result in course failure.

Students receiving less than 60 as their final course grade are not eligible to repeat the course and are ineligible to continue in the program. In addition, students cannot withdraw from the course, with the intention to repeat the course, if they do not have a 75 at the time of the withdrawal. Students repeating this course must achieve 83.0 (B) or higher as the final grade to remain in the program.

Exam Information:

The course schedule identifies examination dates. The faculty retains the right to change these dates if necessary. *If a student cannot be present for a scheduled examination, it is the student's responsibility to notify the course faculty prior to the examination start time via email.*

Department of Nursing Exam Policy:

1. Students are required to arrive at least 15 minutes prior to scheduled exam time.
2. All students (including NUR 2000 students) are required to wear the designated KCC clinical uniform for all examinations. No shirts can be worn under or over the uniform; arms need to be visible. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
3. All students should have their hair tied back so that their ears are visible. Only medically prescribed hearing devices or devices required for an AAS accommodation are acceptable. Medical documentation needs to be provided at the beginning of the semester to the instructor.
4. The wearing of jewelry of any kind is strictly prohibited during the examination. This includes, but is not limited to earrings, necklaces, bracelets, all types of watches and any other item the faculty proctors deem unacceptable. Failure to comply with this requirement will result in the student being prohibited from sitting for the examination. A makeup exam will be scheduled on the next makeup exam date.
5. All eyeglasses are subject to inspection prior to the start of the examination.
6. Any student who arrives 15 minutes later than the posted exam time will not be permitted to take the exam that day. A makeup exam will be scheduled on the next makeup exam date. There will be no exceptions to this policy. Students will be allowed only one makeup exam/semester.
7. Students are required to line up outside of the assigned classroom and will be seated at the discretion of the faculty.

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8. All personal items (cell phones, smart watches, earbuds/pods, backpacks, purses, pens, highlighters, pencils, food, and drinks etc.) must be placed in the classroom, at a location designated by the proctor before taking assigned seat.
9. Cell phones are to be turned off (not on vibrate) and placed with all personal items in the area designated by the proctor. At no time shall a student have their cell phone on their person once seated for the exam.
10. Students should remove all hats, scarves, sweatshirts, hoodies, prior to the beginning of the exam (The only exceptions are head coverings worn for religious purposes).
11. Students will be given a pencil and paper for med math calculations only. No other data should be written on the paper. Please write your name on the paper.
12. Students are prohibited from talking once the exam starts until the proctor states the exam is over and the students have exited the testing room.
13. Students are not permitted to discuss/record/write down the exam questions in any context on their own or with each other during or after the exam.
14. If the student has any questions once the exam begins, they are required to raise their hand and a proctor will come to them.
15. Questions related to medical terminology are not allowed.
16. Once the student completes the exam, they are to raise their hand after the green check mark is visible on their computer screen. A proctor will come over to them to confirm their exam is uploaded.
17. After exam upload confirmation has occurred, the student will sign out of ExamSoft.
18. Once signed out of ExamSoft, the computer will not be used by the student for any reason. (Assignments, internet searching, personal use etc.).
19. Students will remain silent while they are waiting for the examination to be over.
20. If a student does not comply with the exam rules, they will be dismissed from the exam and receive a grade of zero for the exam.

Med Math Policy:

Students are required to take the ATI: Dosage Calculation RN Adult Medical Surgical Online Practice Assessment 3.2 and quiz at the beginning of each semester to validate drug calculation competency. Students can complete the learning portion to refresh their med math skills. Students must upload the 'Individual Performance Profile' to Brightspace Assignments. A minimum grade of 80% is required. The student will receive a satisfactory/unsatisfactory grade for Dosage Calculation, as it is not part of the numerical calculation for the Final Grade in this course.

Please note that the passing score for any math exam is a minimum of 80%.

Drug calculation problems may be a part of each unit exam.

Students should read the Test Taking Policy in the Kingsborough Community College Department of Nursing, Nursing Student Handbook.

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Directions for ATI Assignment:

ATI: Dosage Calculation RN Adult Medical Surgical Online Practice Assessment 3.2

- Sign into ATI
- Go to My ATI
- Go to Assessment Tab
- Scroll down to assigned Practice Assessment
- Upload Individual Performance Profile to Brightspace Assignments.
 - Minimal required grade is 80%

Course Expectations

Students are expected to participate fully in all course activities, complete readings before class, and arrive on time for class, laboratory, and clinical sessions. All assignments must be submitted on the required dates.

Academic Integrity

Please see the Nursing Student Handbook on the Kingsborough Community College website

Academic and Learning Support Services

Students are required to submit well-written papers that are grammatically correct, spell-checked, and written with clarity. Academic and Learning Support Services are available at the writing center.

Attendance Policy:

Please see the attendance policies in the Kingsborough Community College Department of Nursing, Nursing Student Handbook. The lecture and campus laboratory sessions in the Registered Nursing Program are congruent with the Attendance Policy stated in the Kingsborough Community College Catalog.

Student Guide to Rights and Responsibilities

Please see the Nursing Student Handbook located on the Kingsborough Community College website

Web-Based Course Management Software

The Brightspace Web-based Learning Management Software supports this course. This site is used to support the course activities by providing students with a variety of additional learning activities developed by the instructor, as well as activities available on the Internet. Brightspace enables students to have quick access to educational links on the Internet, PowerPoint presentations, chat capabilities, message board discussions, homepages, grades, and course materials.

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Advisement

Student-faculty conferences will be scheduled once during each semester and as needed. In addition, full-time faculty members will post office hours indicating times available to meet with students. Times other than those posted may be arranged by agreement. It is the student's responsibility to make and keep appointments. If unable to keep an appointment, the student is expected to notify the faculty.

Declaration of Pluralism:

We are a diverse community at Kingsborough Community College. We strive to become a pluralistic community.

We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, disability, and social class.

As a pluralistic community, we will:

- **Celebrate:** individual and group diversity.
- **Honor:** the rights of people to speak and heard on behalf of pluralism.
- **Promote:** intergroup cooperation, understanding and communication.
- **Acknowledge:** each other's contributions to the community.
- **Share:** beliefs, customs and experiences which enlighten us about members of our community.
- **Affirm:** each other's dignity.
- **Seek:** further ways to learn about and appreciate one another.
- **Confront:** the expression of de-humanizing stereotypes, incidents where individuals or groups are excluded because of difference, the intolerance of diversity and the forces of racism, sexism, heterosexism, homophobia, disability discrimination, ageism, classism and ethnocentric that fragment the community into antagonistic individuals and groups.

The Kingsborough Declaration of Pluralism encompasses many of the values that form the foundation of Human Services Professions.