**Learning Outcomes for**

**Code Inspection for Healthier Houses**

| **Learning Outcome**  ***Description of one major skill, ability, attitude or piece of knowledge students will have gained. Description of what the student will do with that skill, ability, attitude or piece of knowledge.*** | **How the Outcome will be Assessed or Tested** |
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| 1. The student can successfully evaluate his or her code inspection practice to determine changes they can make in their jurisdiction to better identify the significant hazards to human occupants. 2. The student can identify specific policies and practices that their jurisdiction’s code inspection program could make to support healthier homes.   *Note: Keep in mind that some states (Dillon-rule states) cannot reduce or enlarge code from what the state adopts. The Inspector can suggest stronger and more effective codes. Even in Dillon-rule states, an Inspector can request that his supervisor lobby for certain changes at the state level during the state adoption process.* | Addition to course -- During the course each student lists all of the changes he/she can make in their practice. Peers/trainer can review and/or discuss. Include an algorithm type summary of the local code inspection process from beginning to end, hand this out to every student and ask them to look at the process and lists changes he/she can make for each step in their practice to better identify significant hazards to human occupants. They can reflect on this individually then discuss as a group.  Addition to course -- During the course, each student identifies a list of policies / practices that the program could change or implement. Peers/trainers can review and/or discuss. This could either be integrated throughout the courses with the exercises and or case studies, or we could save the identification of policies/practices for the end during an open discussion, listing these policies on a white board/large post-its. Each group or pair could write their ideas for changes in policies on the white board/post its and then discuss with the entire class (think/pair/share). |
| 1. The student can successfully identify and apply the appropriate property maintenance code provision in order to direct the abatement of the hazardous condition in a building. | The students will complete two exercises: Exercise 1 will all them to identify the hazards in the pictures (the pictures will show conditions they may see when inspecting a home) and exercise 2 will allow them to apply the appropriate property maintenance code if applicable, and describe the process in the abatement of the hazardous condition in a building. |
| 1. For an occupant of a building with hazardous conditions, the student is able to successfully advise and refer the occupant to the most appropriate resources including legal aid and local housing and environmental health programs. (we also need to include an explanation to the occupants on the role of code enforcement in this situation and the process depending on the hazardous conditions). | Addition to course – maybe small group reviews of case studies with each student explaining what he/she would do to advise and refer the occupant to local community resources as well as explaining to the occupant how code enforcement will be able to help with the hazardous conditions. |
| 1. The student realizes that the occupant may not have complete control over their housing situation and hazards in the house may be due to factors other than the occupant’s behavior. | The only way we can measure changes in attitude is through a student self-assessment. So we could add a pre-course evaluation with a question to measure the student’s attitude toward occupant responsibility and then add a 3-month follow up evaluation with the same question to measure change. This could also be done using the case studies and having the student identify the responsible parties in the case, why he/she may be responsible, and potential barriers to improving the circumstances. The “remain standing if” exercise is also designed to deal with apathy and to help people understand why people may not do what we think they should do or why people don’t follow recommendations for health and safety. We could include exceptions, limitations for the CEOs as well. |
| 1. The student realizes that the landlord’s circumstances [financial ability?] may have an impact on his/her ability to abate a hazardous condition. | As above: The only way we can measure changes in attitude is through a student self-assessment. So we could add a pre-course evaluation with a question to measure the student’s attitude toward landlord ability to abate and then add a 3-month follow up evaluation with the same question to measure change. Again, using the case study to identify the responsible parties, why he/she may be responsible and potential barriers to improving the circumstances. We could include exceptions, limitations for the CEOs as well. |