Outline: IPM Advocates Training Program 2011

Week/Day 1—June 6:
Overview of IPM Advocates Training Program and Resources

1. A. Introduction and Overview of the Program
   • Overview of IPM Advocates program —15 minutes (Geoff Brosseau, BASMAA and introduction of trainers)
   • Introductions —30 minutes (trainees)
   • Class outline, what to expect, introduction to books and other resources —15 minutes (Mary Louise Flint)

1. B. What is IPM?
   Introduction to pests, the importance of pest ID, pest detection, prevention, cultural or good gardening practices, biological control, mechanical/physical control, and pesticides. Covers indoor and outdoor pests.—45 minutes (Powerpoint presentation—Mary Lou)

Break—10 minutes

1. C. Hands-on activity:
   Learning to use the UC IPM Retail Portal, UC IPM web site, and OWOW web pages, and other online resources to get pest information and solve problems. Trainees use their own laptop and WiFi to follow along and look up information.—1 Hour (Karey Windbiel-Rojas)

Week/Day 2—June 13:
Pesticides and Introduction to Pest Identification

2. A. Introduction to Pesticides — 60 minutes (Powerpoint, Mary Lou)
   • What are pesticides, different types
   • Environmental and health concerns, acute and chronic toxicity
   • Secondary pest outbreak, pesticide resistance
   • How pesticides get into water and how people are exposed
   • How to read a label including signal words
   • Laws and regulations related to consumer pesticides in California
   • Pesticide formulations and packaging including advantages and disadvantages of each (e.g., ready-to-use, aerosols, liquid concentrates, granules, fogggers, baits)
   • Protective equipment and clothing with an emphasis on what is sold in stores
   • Pesticide application equipment sold in stores, how it works
   • Storage and disposal
   • Introduction to less-toxic pesticides. Organic pesticides. What they are; how they work
   • Resources for pesticide information
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Break — 10 minutes

2. B. Hands-on Activity related to pesticides — 75 minutes (Mary Lou and Karey)
We will have a range of pesticide products, application equipment and safety
equipment that is sold in stores. Then IPM Advocate trainees will be broken into 3
groups of 3 or 4. Each group will have 30 minutes to study the items in their section
and prepare a 15-minute presentation for the group based on their research. They
can use their laptops to search the Internet. Groups will listen to presentations, ask
questions and discuss related issues.
• Group 1—Pesticide Labels
• Group 2—Pesticide application and safety equipment
• Group 3—Organic and exempt 25b pesticides

2. C. Introduction to Arthropod and Plant Pathogen Identification
Will introduce insect orders (and common pest groups) and major groups of
plant pathogens. Will also review resources for pest identification in preparation
for Week 3. — Last 30 minutes (Powerpoint, Mary Lou)

Week/Day 3—June 20:
Managing insects, mites, spiders, mollusks, and plant
pathogens.

3. A. Introduction to insect and disease pests and abiotic disorders of plants
An introduction to the pest ID cards, including general management approaches for
pest groups. —30 minutes (Mary Lou)

3. B. Landscape Pest Identification practicum
Hands-on ID with 75 samples of arthropod pests and pathogen damage and natural
enemies. Each IPM Advocate will have a list of pests and damage symptoms on
display so they can check off the pests as they view them and identify them using the
Landscape Pest ID cards. —35 minutes (Mary Lou and Karey)

3. C. Indoor and nuisance arthropod pests and their management
Introduction to managing spiders, bed bugs, mosquitoes, roaches, fleas, yellow
jackets, kitchen pests etc. —30 minutes (Nita Davidson, DPR) (Note: Ants are
covered in online video so won’t be covered in detail here.)

Break — 15 minutes

3. D. Management tools for arthropods/mollusks and plant pathogens
A brief introduction to tools on display (see attached list of tools) and directions for
hands-on activity. —10 minutes (Mary Lou & Karey)

3. E. Hands-on Activity:
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IPM Advocates work in teams of twos and identify several examples of less toxic tools from the products on display. — 60 minutes total

Week/Day 4: June 27:
Managing Weeds and Vertebrate Pests
[Beginning of class: Advocates lay out homework specimens for others to view]

4. A. **Management tools for weeds** — 30 minutes (Powerpoint, Mary Lou)
Brief intro to weeds—broadleaf, grass, sedge; annual, perennial, biannual; summer and winter weeds.
  o Environments favoring weeds
  o Cultural practices
  o Irrigation practices
  o Solarization
  o Mulches
  o Hand weeding and cultivation tools
  o Keeping weeds out of planting beds with barriers
  o Designing weeds out of landscapes
  o Herbicides

4. B. **Weed management tool display and time for viewing** — 10 minutes
Brief introduction to activity (Mary Lou)

4. C. **Resources for identifying weeds** — 5 minutes (Karey)
UC IPM web site, books

4. D. **Hands-on activity (Karey):**
Advocates work in pairs. Each pair is given 3 weeds (from selections brought in by Advocates). For each weed, they must use web resources to fill out a form with the information below. Each pair will report on their weeds to the group. Total time: 50 minutes (20 minutes preparation, 30 minutes reporting):
  o Common and scientific name
  o Annual or perennial?
  o How does it reproduce?
  o What environmental conditions favor its growth and spread?
  o What are some nonchemical management practices?
  o What herbicides control it?

Break — 10 minutes

4. E. **Vertebrate Pests**
  • Overview of management of rodents with focus on rats, mice, pocket gophers, ground squirrels, squirrels and some information on deer, skunks, raccoons and moles. — 45 minutes (Powerpoint, Roger Baldwin, Wildlife IPM Specialist, UC Statewide IPM Program)
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4. F. Display and discussion of rodent management tools sold in stores — 30 minutes (Roger Baldwin)

Week/Day 5—July 11:

Communication
[All presentations and activities led by Annie unless otherwise noted]

5.A Developing relationships with different types of stores—1 Hour (ppt)
   • Independent Nursery
   • Franchise: Ace, Do It Best, True Value Hardware
   • Small Regional Chain: eg., Summerwinds Nursery, Sloat Gardens, Cole Hardware
   • Large Regional Chain: Orchard Supply Hardware
   • Big Box Store: Home Depot, Lowe’s

5.B Effective Communication with Store Employees & Team Building —30 minutes
   • How to identify key players in a store and understand the store hierarchy
   • Learn who makes recommendations for pest management and who makes decisions for purchasing
   • Know which employees can influence purchasing

Break—10 Minutes

5.C Helping employees with customer expectations about products —30 minutes
   • Preparing the customer with the right expectations so they don’t abandon less-toxic practices
   • Hands-on activity with less-toxic products, and how they work:
     o Advocates will break up into groups and present alternative strategies for pest management, defining how the products work, and how this information will be communicated to the stores

5.D. Tailoring your educational program to the customers and employees of each store, based on the store’s product mix —30 minutes

5.E. How to identify the less-toxic products each store carries —15 minutes

5.F. Training methods used at store level —10 minutes
   • Powerpoint
   • Hands-on activities
   • Flip Charts

5.G. Dealing with conflict —20 minutes
   • Learn about different challenges and how to handle them
   • Three case studies
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**Week/Day 6—July 18:**
Displays and Marketing: Understanding the business end of retail stores

6.A. Define the retail store model and our place in that setting — 30 minutes

6.B. Learn about pesticide manufacturers and suppliers, the roles they play in the stores, and how you can work best with them. — 45 minutes (ppt)

**Break—10 Minutes**

6.C. How to display information and products — 30 minutes
   - Learn how to get additional display space and improve the exposure of the less-toxic products.
   - Learn how to encourage more ad space for products in the store’s advertising.

6.D. Learn how to incorporate seasonal pests, new pests, and new products into your store’s marketing program — 1 hour (ppt)

**Guest Speakers on Displays & Marketing:** Summerwinds Nurseries management team — 45 minutes

**Week/Day 7—July 25:**
Presentations, Wrap Up, and Mentoring

7.A. Presentations
   Each advocate gives a 10-minute presentation on what they observed in the field, regarding displays: What works, what doesn’t, and why. Followed by questions. (11 presenters x 10 Minutes: 110 Minutes)

**Break—10 minutes**

7.B. Mentoring — 1 hour
   - What will happen next with the mentoring component of this program
   - Store assignments, expectations, duration

7.C. Take home exam given out