

Draft Outline for Learning Objectives For IPM Advocates Curriculum

1. Technical IPM (4 sessions: These sessions will include a lot of hands-on activities with real pests, real diagnostics, real tools and products, actual pesticide packages, and practice using the UC IPM web site):
 - a. pest and problem identification
 - i. how to identify and diagnose common home and garden pest problems including arthropods, weeds, plant disease, vertebrate pests, nematodes and abiotic disorders
 - b. What is IPM?
 - i. The importance of preventing pest problems
 - ii. Integrating multiple management tools
 - c. information about *specific* insecticides, fungicides, herbicides and rodenticides on the market—
 - i. what pests they control,
 - ii. how/when they must be applied
 - iii. how/why they work,
 - iv. what are the advantages and disadvantages of different formulations and packaging
 - v. impacts on people, beneficials and wildlife
 - vi. least toxic pesticides—what they are, specific active ingredients and what they are effective against and how to use them effectively
 - d. pesticide safety and labeling
 - i. how to read a label including signal words
 - ii. environmental and human health concerns,
 - iii. how pesticides get into the environment
 - iv. how people get exposed to pesticides
 - v. pesticide mitigation measures—how applications can be made safer,
 - vi. protective equipment and clothing—what is sold in store. When to use it
 - vii. application equipment—what is sold in stores. Basics of mixing and calibration
 - viii. safe storage and disposal practices
 - e. alternatives to pesticides –
 - i. physical or mechanical tools available in the marketplace—e.g. traps, barriers, mulches, hoses etc.
 - ii. cultural practices including good plant care, how irrigation and fertilization practices impact pest problems and details on how products sold in stores can enhance good plant care and protect plants from pests
 - iii. resistant cultivars and pest resistant plants—what these are, how and when to advise customers to purchase these. Includes
 - iv. biological control—naturally occurring and commercially available species. How to recognize them and encourage their activities.
 - f. How to research information related to pests and managing pests with least toxic IPM methods. Gain familiarity with resources.

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2. Communication (1.5 sessions: These will include a practice presentation and role playing exercises):
 - a. developing relationships with stores;
 - b. effectively communicating with different store employees,
 - c. how to ask questions of customers to effectively solve their problems
 - d. addressing customer expectations about products,
 - e. effective teaching methods,
 - f. dealing with conflict
 - g. problem solving.

3. Displays and Marketing (1.5 sessions: These will include a visit to a store.):
 - a. understand the business end of the retail store,
 - b. relationships with suppliers—how to best work with vendors.
 - c. How to display materials and information in the store to promote safer products.