

Module 4: Problem Solving, Week 5, 2/6/25

Facilitator: Donna

Participants: Linden Pearson, Patricia Carvalho, Maria Pitaro, Shawn Tubridy, Celia Oxley, Emere Nieves, Dana, Jessica Luce, Janet Reitz, Karen Lowe, Donna Alese Cooke, Ashley Helmholtz

Recording: https://vod.video.cornell.edu/media/Cornell+Garden-Based+Learning+Library+Short-Course/1_nd5tr2cq?st=120

Session notes:

General context for module, overview of topics – 10 min

- Module goals:
 - Describe the principles of Integrated Pest Management (IPM).
 - Apply the 'IPM Triangle' to identify preventative measures, including cultural management options for plant pests (in addition to chemical/biological or physical/mechanical methods).
 - Articulate options that reduce pesticide exposure to the environment.
 - Read a pesticide label.
 - Identify the signs and symptoms of common diseases of vegetable, fruit and ornamental plants.
 - Recognize best practices in growing plants in healthy soils and garden sites.
 - Identify nuisance wildlife, pests and weeds commonly found in the garden and understand their lifecycles and attraction to ideal habitats.
 - Determine cultural control methods and steps to for exclusion of wildlife and garden pests.
 - Develop confidence and skills in using the five-step systemic approach to diagnosing problems (determine if problem exists, look for patterns, determine time of development, ask questions and synthesize the information).
- Subsections - Problem Solving: Integrated Pest Management, Pesticide Use and Reading Labels, Troubleshooting Food Crops & Ornamental Crops, Troubleshooting Pests in the Home and Garden
- Again, we're here as connectors, not knowledge holders! Expanding knowledge of management best practices can really be helped by expert demos (including videos!) and a train-the-trainer approach.
- Resources:
 - Hort diagnostic listserve - great place for quick input
 - <https://psep.cce.cornell.edu/> - searchable, manuals, resources (including Form 1501)
 - Potential IPM Staff Support:
 - Betsy Lamb
 - Amara Dunn
 - Joellen Lampman

- PSEP:

- Mike Helms
- Dan Wixted

Thought Question/ Popcorn Brainstorm:

- How do you handle these calls in your county?
- What are your county rules, laws?
- Do you have a diagnostic lab staff?

Hands-on activities – 20 min in break-out rooms, then share-out (30 min total)

Room 1 - Pesticide Label Reading Activity

Documents (see email or <https://dlc.cce.cornell.edu/mod/folder/view.php?id=7579>)

1. *Instructions_Label Reading Activity*
 2. *Activity_Spectracide Reading a Label*
 3. *Key_Spectracide Reading a Label*
 4. *Spectracide Label*
- If in doubt, reach out to PSEP!

Room 2 - What's Wrong with My Plant?

Documents (see email or <https://dlc.cce.cornell.edu/mod/folder/view.php?id=7578>)

1. *Damage Identification Activity Directions*
2. *Damage Identification Activity Photos*
3. *Key - Damage Identification Activity*

Notes from 2025:

-How to take a picture of a plant

- How to take a sample for the hort diagnostics lab

- <https://branchingout.cornell.edu/workshops/> - Key Plants – Key Problems Workshop Series (Zoom): Thursdays, February 13-27

- <https://psep.cce.cornell.edu/> - searchable, manuals, resources (including Form 1501)

Other Notes:

- This is one of the longest and (potentially) most difficult modules, may require multiple days
- Knowing how to read a label - and show others how to read them - is a huge help to gardeners
- Remember who to ask for help! Invite guest speaker in-person, or virtually - see list above.
- Some counties don't allow MGs to offer any pesticide recs, others do
 - County coordinators: check with your ED
 - Form code 1501: CCE staff record keeping template for PW Wood each time they share a pesticide recommendation.

- Remember: no home remedies
- Examples of other activities: identifying problems, identifying solutions, tick scavenger hunt (Don't Get Ticked NY)