



Healthy Relationship Education and Emergency Management Preparedness

Nathan Thomas Schaller

MPH Candidate, Kansas State University

Sites: Claire's Community | *Frontier* Field Trip (Council Grove, KS)

Dates: June – November 2025

Outline

- About Me
- Field Experience Overview
- Internship Sites
- Portfolio Products (A-D)
- MPH Competencies Demonstrated
- Emphasis Area Competencies
- Professional Growth, Key Takeaways, and Future Directions
- Acknowledgements

About Me

- Originally from Aloha, OR moved to Topeka, KS for Graduate Program.
- BS in Community Health Education with a Minor in Human Biology 2012-2016 at Western Oregon University.
- MPH Candidate, Kansas State University 2024-2025.
- Public Health Interest: Community Engagement, Healthy Relationship Education for all stages of life, Emergency Management/Preparedness.
- Future Goals: To create bridges between public health education, trauma-informed practice, and community collaboration in order to reach underserved/underrepresented diverse populations and communities.



Overview of My Applied Practice Experience

Combined community-based and academic learning while focusing on communication, advocacy, and partnership building.

Claire's Community: Early childhood and family well-being initiatives.

Frontier Field Trip Program: Emergency management and disaster preparedness education



**CLAIRE'S
COMMUNITY**



We want to hear from you! Scan the QR code and tell us what you need as a parent or caregiver of a young child so we can help you on your journey.



Claire's Community is a nonprofit organization started in honor of the late Claire VanLandingham. Our programs **challenge and disrupt** harmful social norms around relationship violence through **education and awareness**.

We envision **empowered communities** that foster healthy relationships in **safe and protective environments**.

"We will rise up as a community to say that violence against anyone is unacceptable."
- Claire VanLandingham, 2015

www.claire-community.org

The 46th *Frontier* Field Trip:

"ProjectSafe: Anticipating a cascade of predictable surprises"

Friday *and* Saturday, November 7-8, 2025

at

multiple venues in Council Grove, Kansas

Internship Site #1: Claire's Community

- Comprehensive violence prevention program focused on building safe, healthy relationships.
- Programs teach relationship skills, engage peers and adults, and disrupt pathways to violence.
- Goal: Create proactive, protective, and safe communities.
- Vision: A community free from interpersonal violence where everyone can thrive.



Shannon VanLandingham
Founding Executive Director

Shannon brings a lifetime of experience in leadership and non-profit volunteering. Throughout her life she has served as a trainer, facilitator, and educator, while organizing leadership programs, planning events, and honing her skills in fundraising for good causes. She loves her family and friends, music, big laughs, and finding the right person for the job. Working to continue her daughter's legacy of love and service is helping her find healing for her shattered heart.

execdirector@bemorelikeclaire.org

CLAIRE'S 
COMMUNITY



We want to hear from you! Scan the QR code and tell us what you need as a parent or caregiver of a young child so we can help you on your journey.



"We will rise up as a community to say that violence against anyone is unacceptable."
- Claire VanLandingham, 2015

Claire's Community is a nonprofit organization started in honor of the late Claire VanLandingham. Our programs **challenge and disrupt** harmful social norms around relationship violence through **education and awareness**.

We envision **empowered communities** that foster healthy relationships in **safe and protective environments**.

www.claire-community.org

Product A: Parent/Caregiver Resource Brochure

BUILDING HEALTHY RELATIONSHIPS IN THE EARLY YEARS STARTS WITH YOU



Create a supportive environment where children feel safe, loved, and understood.



ABOUT US



We envision a community where everyone enjoys safe, supportive relationships in which they can thrive and where no one is a victim — or perpetrator — of interpersonal violence. It's a big dream, we know. But prevention is possible. Educating and empowering individuals of all ages to build healthy, respectful, nonviolent relationships has a powerful ripple effect that brings transformative change to our communities.



www.claire-community.org

GROWING TOGETHER



Nurturing Healthy Bonds With Children Ages 0-5

Building strong, supportive connections with your child in the earliest years.

NURTURING THE PARENT-CHILD BOND

Create Comfortable Routines: Try building simple, predictable moments into each day, like bedtime stories or mealtimes.

Tune Into Their Needs: Whether it's a cry, a giggle, or a glance, your child is communicating. Being present helps them feel understood.

Share in Their World: Find fun things you can do together. Get curious about what they love.



CONSENT, BOUNDARIES, AND BODILY AUTONOMY

Support Their "No": Let your child know it's okay to say "no" to hugs, kisses, or touch that doesn't feel right. Respecting their choices helps them feel safe and in control of their own body.



Speak Simply and Clearly: Use the correct terms when talking about body parts and privacy. This helps your child feel comfortable and confident speaking up if something doesn't feel okay.

Practice Kindness and Consent: Model asking consent with your child (like before giving a hug) and encourage your child to ask before touching others. It's a great way to teach respect and kindness from an early age.

Learn more and find resources at www.claire-community.org



PRACTICING SOCIAL SKILLS

Create Space to Connect: Give your child time to play with others through playdates, family time, or at the park to naturally build sharing, listening, and turn-taking skills.

Show by Example: Kids learn by watching. Show kindness, empathy, and peaceful problem-solving through everyday actions like saying "thank you" and staying calm.

Support Big Feelings: Help your child name and express emotions. Use tools like emotion charts or gentle words to guide them through tough moments.

 **CLAIRE'S COMMUNITY**

Product B: Series of Blog Posts on Claire's Community Webpage

Nathan Schaller · Aug 27 · 3 min read

Helping Children Grow Up Safe, Loved, and Strong

Updated: Sep 3

Welcome! This page is for parents, caregivers, and anyone who wants the best for babies and young kids. Children ages 0 to 5 are developing fast – and how we care for them really matters. **Building healthy relationships in the early years starts with you!**

How Parents' Relationships Affect Children

How parents treat each other matters to children, even if they don't understand every word. When parents are happy and healthy, it helps kids:

- Sleep better
- Feel safe and calm
- Learn how to handle feelings
- Make friends



But when there is yelling, stress, or fighting, kids may:

- Feel worried or scared
- Have trouble sleeping or eating

Nathan Schaller · Sep 24 · 2 min read

About Adverse Childhood Experiences (ACEs)

[Click to take the ACEs Index Test](#)



What are ACEs?

ACEs stands for Adverse Childhood Experiences. These are scary or harmful things that happen to a child before the age of 18.

Examples:

- Being hurt or abused
- Not being taken care of (neglect)
- Seeing parents fight a lot or get divorced
- Living with someone who has a drug or alcohol problem
- Having a parent with a mental illness
- A family member going to jail

Nathan Schaller · Sep 24 · 2 min read

ACEs Index Test

Updated: Sep 25



ACEs, or Adverse Childhood Experiences, are potentially traumatic events that occur during childhood – such as abuse, neglect, or household challenges. The ACEs quiz helps identify how many of these experiences a person has had before the age of 18.

Each “yes” answer counts as one point toward your ACE score. A higher score can be linked to an increased risk of health issues, emotional struggles, and social challenges later in life.

The quiz isn't a diagnosis; it's a tool to better understand how early experiences might impact overall well-being.

1. Did a parent or other adult in the household often or very often...
 - a) Swear at you, insult you, put you down, or humiliate you, and/or
 - b) Act in a way that made you afraid that you might be physically hurt?

Product C: Listening/Storytelling Event with Lawrence Public Library



Claire's Community Project Outcomes and Impact

Community Outcomes:

- Built trust and collaboration between families/caregivers and community organizations.
- Empowered caregivers through shared learning and peer support.
- Introduced trauma-informed tools for daily family use (Age-appropriate books to convey messaging).

Public Health Value:

- Promoted early education on prevention of abuse and neglect.
- Enhanced social connection and emotional resilience among families.
- Created a transformational relationship with a trusted pillar of the community and Claire's Community.

Internship Site #2: *Frontier* Field Trip (Council Grove)

- *Frontier* Field Trip (FFT) founded in 2004 by Jason Ackleson and Justin Kastner.
- Focus: Multidisciplinary learning on public health topics.
- Activities include: Skill-building in critical thinking, problem-solving, and writing.
- Opportunities for: Collaboration with peers and mentors, and rediscovering the joy of learning.
- Historical connection: Includes archival research, creative reenactments, and history-focused projects.



Product D: Cascadia Subduction Zone Program (FF46)

Emergency Management & the Cascadia Subduction Zone

Preparing for the Big One

Nathan Sennett
Proctor Field Trip 41

What is Emergency Management?

- Definition: Emergency management is the managerial function charged with creating the framework within which communities reduce vulnerability to hazards and cope with disasters. (FEMA)
- Mission: Emergency Management protects communities by coordinating and integrating all activities necessary to build, sustain, and improve the capability to mitigate against, prepare for, respond to, and recover from threatened or actual natural disasters, acts of terrorism, or other man-made disasters. (FEMA)
- Phases of Emergency Management
 1. Mitigation - Prevent future emergencies or minimize effects.
 2. Preparedness - Plans, trainings, exercises to ensure readiness.
 3. Response - Actions to save lives, protect property, and meet basic needs.
 4. Recovery - Long-term rebuilding of communities and economies.
- In Cascadia, Emergency Management (EM) is critical due to low-frequency but high-consequence hazards.

Mitigation
Preparedness
Response
Recovery



The Cascadia Subduction Zone: Overview

- A 700-mile fault line offshore from Northern California to British Columbia and is about 70-100 miles off the Pacific coast shoreline (Oregon Department of Emergency Management, OEM).
- Tectonic plates: "Juan de Fuca plate is subducting underneath the North American plate" (OEM).
- Capable of producing megathrust earthquakes M8.0-M9.0 and trans-Pacific tsunamis.
- Geologic evidence shows repeated massive ruptures over millennia (Goldfinger et al., 2012).



Creating Your Home/Work Emergency Plan/Kit "Be 2 Weeks Ready"

Being "2 Weeks Ready" means having an emergency plan and enough supplies for you and everyone in your household to survive for at least two weeks following a disaster (OEM).

Your Emergency Plan:

1. Learn about the hazards in your area - Different places have different risks. Identify hazards where you live, like earthquakes, tornadoes, floods, wildfires, train derailments, etc....
2. Make a household communication plan - Talk to everyone in your household about what to do in an emergency. You might need to shelter in place or evacuate. What evacuation routes will you take from home, work, or school? Where will you meet after the disaster is not at home? How will you make contact if separated?
3. Make an emergency plan - Creating your emergency plan/kit is important. It needs to cover what to do if you need to leave or stay. In the event of an evacuation, you need to have a go-kit to take with you. (Example Emergency Kit on next slides).
4. Sign up for emergency alerts - Whether that is through a wireless emergency alert from your phone or through apps such as Facebook or X (With you following your areas emergency management office).
5. Practice - Once you have a plan, practice it! - Walk through and practice your plan every few months. Test evacuation routes, take part in emergency management drills that are hosted by your areas EM team.

*Information Presented by the Oregon Department of Emergency Management



Integrating the Social Ecological Model Across Products

Individual Level:

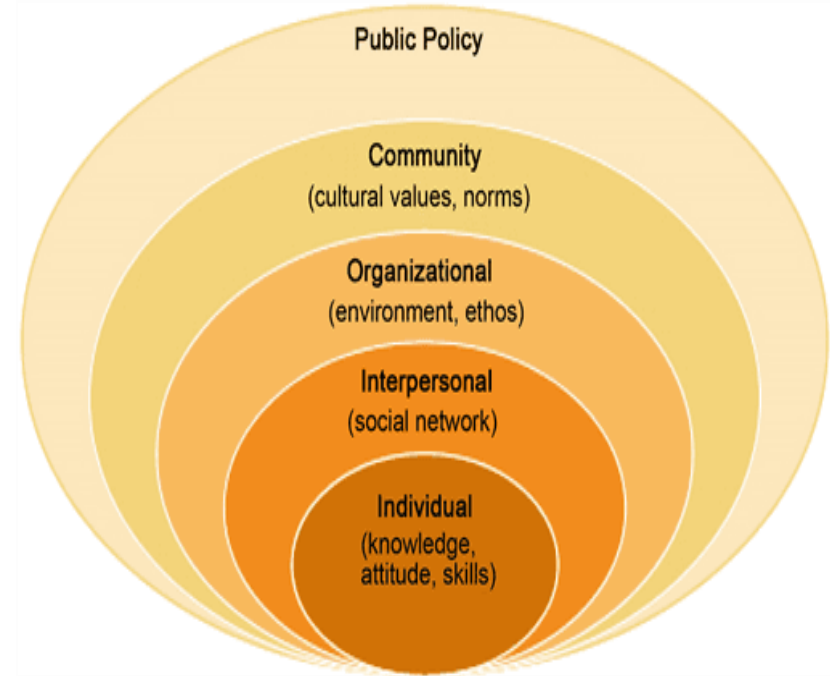
- Builds individual knowledge, awareness, and self-efficacy through caregiver and participant education.

Interpersonal Level:

- Strengthens family and peer relationships through communication, empathy, and shared experiences.

Organizational Level:

- Leverages institutions and programs to expand outreach, build networks, and sustain interventions.



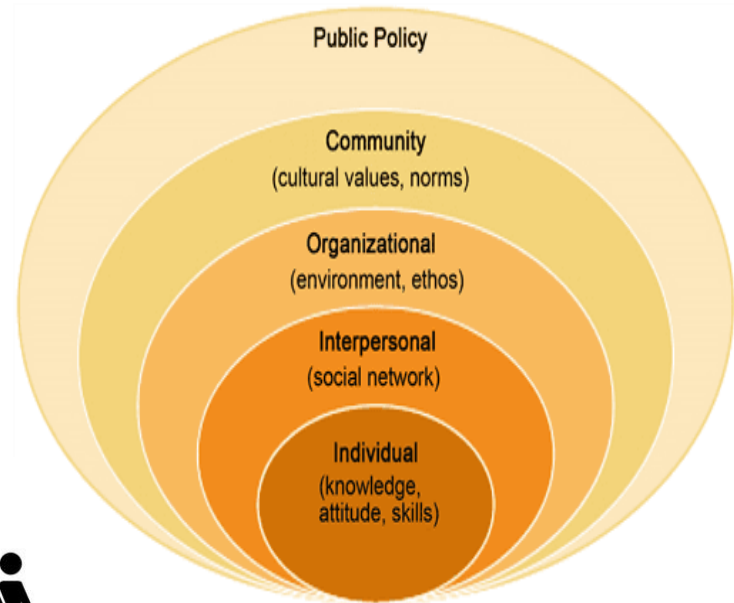
Integrating the Social Ecological Model Across Products

Community Level:

- Engages community spaces and partnerships to create supportive environments for learning and preparedness.

Policy/Societal Level:

- Aligns public health education and advocacy with larger social and policy frameworks to promote systemic resilience.



shutterstock.com · 1976239217

Professional Growth, Key Takeaways, and Future Directions

Skills Strengthened:

- Public communication and translation of evidence-based, trauma-informed content
- Cross-sector collaboration (nonprofit, education, emergency management)
- Culturally responsive engagement
- Trauma-informed approaches in public health messaging and outreach

Key Takeaways:

- Importance of meeting communities where they are
- The power of storytelling and listening in public health practices, especially when partnered with collaboration between established community organizations, groups, and/or leaders
- Building transformational partnerships which enhances sustainability and impact
- Effective health communication must be clear, compassionate, and actionable

Future Directions:

- Expand work in community-based education and policy advocacy
- Integrate communication and preparedness frameworks into future roles
- Continue supporting communities, families, and children through inclusive health initiatives

MPH Competencies Demonstrated

9: Design a population-based policy, program, project or intervention (Products A, B)

13: Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes (Product C)

14: Advocate for political, social or economic policies and programs that will improve health in diverse populations (Products A, B, C)

18: Select communication strategies for different audiences and sectors (Products A, B)

19: Communicate audience-appropriate public health content, both in writing and through oral presentation to a non-academic, non-peer audience with attention to factors such as literacy and health literacy (Products A, B, D)



Food Safety and Biosecurity Emphasis Area Competencies

Emphasis Area Competencies were accomplished and addressed through coursework taken throughout the MPH program.

<i>FSB Emphasis Area Competency</i>		<i>Description of Competency</i>
1	<i>Food safety and biosecurity</i>	Evaluate solutions appropriate for different food safety, biosecurity, and defense issues in the food production continuum.
2	<i>Threats to the food system</i>	Examine specific threats to the food system and scientifically investigate how each can be prevented, controlled, and/or mitigated in the food production system.
3	<i>Food safety laws and regulations</i>	Differentiate key U.S. food safety regulatory bodies and their unique legislative authorities, missions, and jurisdictions.
4	<i>Food safety policy and the global food system</i>	Analyze and distinguish how food safety and governmental biosecurity policies, globalization, and international trade cooperation influence public health.
5	<i>Multidisciplinary leadership</i>	Contrast the food safety and biosecurity technical needs of different stakeholders and make judgements as to the appropriate methods of collaboration.

Acknowledgments

Claire's Community (#Bemorelikeclaire):

- Shannon VanLandingham, Executive Director
- Liza Grant, Graphic Design and Digital Content Coordinator

Lawrence Public Library

- Lauren Taylor, Senior Children's Librarian
- Hannah Parks, Children's Librarian

Frontier Field Trip Program

- Justin Kastner, Co-Creator
- Jason Ackleson, Co-Creator

Kansas State MPH Faculty

- Dr. Margret Kincaid, Co-Major Committee Member
- Dr. Justin Kastner, Co-Major Committee Member
- Dr. Carrier Mershon, Committee Member
- Dr. Ellyn Mulcahy, MPH Program Director
- Plern Kongsamut, Student Programs Coordinator

Peers, Family, and Friends



HRSA Scholarship

This project “Ready to Serve: Building a ‘Day-1-Ready’ Public Health Workforce for Kansas and Beyond”, T52HP46763-01-00, is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health Services (HHS) as part of an award totaling \$1,486,217.00, with 0% financed with non-governmental sources. These contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS or the U.S. Government.

References



- Alderson, P. (2023). *Bodily integrity and autonomy of the youngest children and consent to their healthcare*. *Clinical Ethics*, 19(4), 291–296.
-
- Centers for Disease Control and Prevention. (2024, May 16). *About Child Abuse and Neglect*. Child Abuse and Neglect Prevention. <https://www.cdc.gov/child-abuse-neglect/about/index.html>
-
- Centers for Disease Control and Prevention. (2024, May 16). *Risk and Protective Factors*. Child Abuse and Neglect Prevention. <https://www.cdc.gov/child-abuse-neglect/risk-factors/index.html>
-
- CDC. (2024, May 19). *Preventing Child Abuse and Neglect*. Child Abuse and Neglect Prevention. <https://www.cdc.gov/child-abuse-neglect/prevention/index.html>
-
- DeMeo Cook, K., Fisk, E., Lombardi, C. M., & Ferreira van Leer, K. (2023). *Caring for whole families: Relationships between providers and families during infancy and toddlerhood*. *Early Childhood Education Journal*, 52(5), 921–933.
-
- Frosch, C. A., Schoppe-Sullivan, S. J., & O'Banion, D. D. (2021). Parenting and child development: A relational health perspective. *American Journal of Lifestyle Medicine*, 15(1), 45–59. <https://doi.org/10.1177/1559827619849028>
-
- Harold, G. T., & Sellers, R. (2018). Annual Research Review: Interparental conflict and youth psychopathology: an evidence review and practice focused update. *Journal of Child Psychology and Psychiatry*, 59(4), 374–402. <https://doi.org/10.1111/jcpp.12893>
-
- Morin, A. (2024, June 21). *How Arguing Parents Can Hurt Their Child's Mental Health*. Parents. <https://www.parents.com/how-parents-fighting-affects-children-s-mental-health-4158375>
-
- Nicolaus, C., Kress, V., Kopp, M., & Garthus-Niegel, S. (2021). The Impact of Parental Relationship Satisfaction on Infant Development: Results From the Population-Based Cohort Study DREAM. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.667577>
-
- Oregon Office of Emergency Management. (2022). *Cascadia Playbook: Framework for regional seismic preparedness*. Oregon Department of Emergency Management. https://www.oregon.gov/oem/emresources/plans_assessments/pages/other-plans.aspx
-
- Public Health England. (2015). *Rapid review to update evidence for the Healthy Child Programme 0–5*.
-
- Sanders, M. R., Kirby, J. N., Tellegen, C. L., & Day, J. J. (2014). The Triple P-Positive Parenting Program: a Systematic Review and meta-analysis of a multi-level System of Parenting Support. *Clinical Psychology Review*, 34(4), 337–357. <https://doi.org/10.1016/j.cpr.2014.04.003>
-
- U.S. Government Accountability Office (GAO). (2021). *Earthquakes: Opportunities exist to further assess risk* (GAO-21-129). <https://www.gao.gov/assets/gao-21-129.pdf>
-
- Valamontes, R. (2025). *Cascadia remembered: Integrating Indigenous knowledge, geoscience, and resilience planning*. *Journal of Interdisciplinary Disaster Research*, 18(2), 101–134.
-
- Watson, A. M., & Cardace, D. (2021). *Risk perception of a major earthquake event at the Cascadia Subduction Plate Boundary*. University of Rhode Island.

Conclusion

- Questions and General Discussion?

