Stanford



Farzana Tabitha Adjah

Assistant Professor of Education

Graduate School of Education

CONTACT INFORMATION

- **Administrative Support**

  Krezna Palces - Administrative Assistant

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Bio

BIO

Dr. Adjah is an Assistant Professor in the Graduate School of Education at Stanford University. She earned her PhD in Clinical-Community Psychology from the George Washington University and completed an APA accredited internship, with a specialization in trauma, at Children's Hospital Los Angeles. Dr. Adjah's research examines the influence of racial stressors and culturally relevant practices on the psychological health, academic success, and well-being of Black adolescents and other youth of color. Dr. Adjah uses a strengths-focused and community-based lens in her research to study contextual nuance in the process and benefits of ethnic-racial socialization. She also explores factors in the family, school, and community contexts that can help youth manage the consequences of racial stress and trauma. Her current studies examine the utilization and benefits of ethnic-racial socialization across the school ecology. Dr. Adjah uses her research in each of these areas to inform the development and adaptation of programs and school-based interventions focused on managing racial stressors, eradicating mental health and academic racial disparities, and promoting resilience among historically marginalized and racially diverse children and adolescents. Dr. Adjah is a visiting scholar to the American Psychological Association RESilience Initiative and serves in other positions focused on inclusion, equity and social justice. Prior to coming to Stanford, Dr. Adjah was a Ford Foundation Postdoctoral Fellow and a University of California Chancellor's Postdoctoral Fellow at the University of California Los Angeles in the Graduate School of Education and Information Studies and the Semel Institute for Neuroscience and Human Behavior, with affiliation in the Ralph J. Bunche Center for African American Studies.

ACADEMIC APPOINTMENTS

- Assistant Professor, Graduate School of Education

PROGRAM AFFILIATIONS

- Center for Comparative Studies in Race and Ethnicity (CCSRE)

PROFESSIONAL EDUCATION

- PhD, George Washington University , Clinical-Community Psychology
- B.A., Georgia State University , Psychology

Research & Scholarship

RESEARCH INTERESTS

- Community-Engaged Research
- Educational Inequality
- Families
- Mental Health
- Mixed Methods
- Quantitative Methods
- Race, Culture, and Identity
- Restorative and Transformative Justice
- Youth Identity, Agency, and Voice

Teaching

COURSES

2026-27

- African American Child and Adolescent Mental Health: An Ecological Approach: AFRICAAM 272, CSRE 372, EDUC 372, PSYCH 261 (Spr)

2024-25

- Adolescent Development and Learning: EDUC 240 (Aut)
- Community Engaged Psychology and Education Field Experience: EDUC 461, PSYCH 161 (Aut)

2023-24

- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Aut)

STANFORD ADVISEES

Doctoral Dissertation Reader (AC)

Clarissa Gutierrez, Angel Rivera

Doctoral Dissertation Advisor (AC)

Sophie D'Souza, Emma Keller

Doctoral (Program)

Sophie D'Souza, Clarissa Gutierrez, Gabrielle Halim, Emma Keller

Publications

PUBLICATIONS

- **TRANSFORMing theory to practice: Developing and implementing an anti-racist, community-based racial stress and trauma group intervention for BIPOC youth.** *Journal of prevention & intervention in the community*
  Lau Johnson, W. K., Saleem, F. T., Sanders, E. A., Langley, A. K.
  2024: 1-28
- **Understanding Teachers' Ethnic-Racial Socialization Practices with Students in Schools: A Qualitative Inquiry** *URBAN EDUCATION*
  Saleem, F., Howard, L. C., Schmidt-Temple, C., Langley, A., Howard, T.
  2024

- **A qualitative analysis of black mother preparation for bias messages following incidents of racism-related violence.** *Journal of family psychology : JFP : journal of the Division of Family Psychology of the American Psychological Association (Division 43)*
  Bernard, D. L., Saleem, F. T., Moreland, A. D., Shacklewood, C., Danielson, C. K.
  2023
- **Ethnic-Racial Socialization, Teacher Discrimination, and Black Youth's School Engagement and Achievement.** *Prevention science : the official journal of the Society for Prevention Research*
  Lambert, S. F., Saleem, F. T., Liu, C., Rose, T.
  2023
- **Ethnic-Racial Socialization, Family Climate, and Anxiety Among African American and Latinx Emerging Adults** *JOURNAL OF FAMILY PSYCHOLOGY*
  Saleem, F. T., Tyrell, F., Liu, L., He, S.
  2023
- **Examining school ethnic-racial socialization in the link between race-related stress and academic well-being among African American and Latinx adolescents.** *Journal of school psychology*
  Saleem, F., Legette, K. B., Byrd, C. M.
  2022; 91: 97-111
- **Resilience and Family Socialization Processes in Ethnic Minority Youth: Illuminating the Achievement-Health Paradox.** *Clinical child and family psychology review*
  Doan, S. N., Yu, S. H., Wright, B., Fung, J., Saleem, F., Lau, A. S.
  2022
- **Ethnic-Racial Socialization as a Moderator of Associations Between Discrimination and Psychosocial Well-Being Among African American and Caribbean Black Adolescents** *CULTURAL DIVERSITY & ETHNIC MINORITY PSYCHOLOGY*
  Saleem, F., Lambert, S., Rose, T.
  2022
- **Unpacking school ethnic-racial socialization: A new conceptual model** *JOURNAL OF SOCIAL ISSUES*
  Saleem, F. T., Byrd, C. M.
  2021; 77 (4): 1106-1125
- **Understanding and addressing racial stress and trauma in schools: A pathway toward resistance and healing** *PSYCHOLOGY IN THE SCHOOLS*
  Saleem, F. T., Howard, T. C., Langley, A. K.
  2021