

Seanna Leath, PhD

CONTACT INFORMATION

Office Address: Psychological and Brain Sciences Department
Washington University in St. Louis
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St. Louis, MO 63130

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EDUCATION

Ph.D. *Education and Psychology* August 2019
Combined Program in Education and Psychology
University of Michigan, Ann Arbor, MI

B.A. *Psychology and Africana Studies* May 2013
Pomona College, Claremont, CA

ACADEMIC AND PROFESSIONAL POSITIONS

2022-Present Assistant Professor, Department of Psychology, Washington University in St. Louis
(PI) of Fostering Healthy Identities & Resilience (FHIRE) Lab

2019-2022 Assistant Professor, Department of Psychology, University of Virginia
(PI) of Fostering Healthy Identities & Resilience (FHIRE) Lab

2018-2019 Ford Foundation Dissertation Fellow, University of Michigan

2015-2019 Research Assistant, Center for the Study of Black Youth in Context, University of Michigan

2014-2017 Ford Foundation Predoctoral Fellow, University of Michigan

2013-2019 Graduate Student, Department of Education and Psychology, University of Michigan

SCHOLARLY EXPERTISE

Identity development · Race and gender socialization · Misogynoir · Black feminist epistemologies · Educational equity · Black family systems · Maternal health equity

GRANTS

National Institute of Minority Health and Health Disparities Research (\$440,000) 2022-2024
Mapping the Contours of Teen Dating Violence: An Ecologically-Informed Grounded Theory Approach to Understanding Romantic Relationship Development among Black Girls
Co-Investigator with Drs. Katrina Debnam, Donna Howard, and Lanice Avery

National Science Foundation CAREER Proposal (\$500,000) 2021-2026
Towards a Developmental Model of Thriving: Bridging Academic, Social, and Psychological Wellbeing among Black College Women to Increase STEM Retention

National Science Foundation (\$700,00)	2021-2024
<i>Collaborative Proposal: Black Parents' Racial Socialization Competencies and Youth Outcomes in Response to Racial Violence: A Mixed Methods Approach</i>	
Co-PI with Drs. Sheretta Butler-Barnes and Bridget Cheeks	
NAEd/Spencer Postdoctoral Fellow (\$70,000)	2021-2023
(PI) <i>Bridging Academic, Social, and Psychological Wellbeing among Black College Women to Increase STEM Retention</i>	
Russell Sage Foundation Presidential Grant (\$49,522)	2021-2023
(PI) <i>A Mixed Methods Investigation of Black Parents' Socialization on Gendered Racism and Misogynoir against Black Women and Girls</i>	
APA Division 56 CHANGE Grant (\$1,200)	2021-2022
<i>A Mixed Methods Examination of Sociopolitical Development and Academic Goal Development among Black and Latinx Adolescent Girls</i>	
Co-PI with Ms. Taina Quiles	
Innovator Grants Program, Stanford University (\$25,000)	2020-2021
<i>Racial Discrimination in Medicine: Understanding Individual and Institutional Factors that Affect Perceived Discrimination</i>	
Co-Investigator with Amy Alexander, M.D. (PI), Yasmin Owusu, M.D., & Eyuel Terefe	
Council on Cultural, Ethnic and Racial Affairs Grant Award (\$1,000)	2020-2021
(PI) <i>Hope, Resilience, and Action: A Qualitative Exploration of Critical Consciousness and Sociopolitical Development among Black and Latinx Adolescent Girls</i>	
Society for Research on Child Development Small Grant Award (\$7,500)	2020-2021
(PI) <i>A Mixed Methods Pilot Study of Social Class Diversity and Conscious Parenting Practices among Black Mothers</i>	
National Center for Institutional Diversity Grant Award (\$2,000)	2019-2020
(PI) <i>A Mixed Methodological Investigation of Institutional Climate, Mental Health Service Utilization, and College Adjustment among Black Students at a Predominantly White Institution (PWI) and a Minority Serving Institution (MSI)</i>	
500 Women Scientists Fellowship for the Future Recipient (\$7,500)	2020-2022
(PI) <i>A Community-Based Experiential Learning Project in STEM with Black Girls</i>	
Center for the Education of Women Research Grant (\$1,800)	2019
(PI) <i>A Qualitative Study of Black Undergraduate Women's Race and Gender Socialization Experiences in Family, School, and Community Contexts</i>	

HONORS AND AWARDS

APA (Division 35) Carolyn Payton Early Career Award	2022
APA (Division 35) Psychology of Women Quarterly Georgia Babladelis Best Paper Award	2021
UVa Community-Engaged Teaching Scholar	2021-2022
Society for Community Research and Action (SCRA) Research Scholar Fellow	2021-2023
NAEd/Spencer Postdoctoral Fellow	2021-2023
Summer Training Institute for Research in Child Abuse and Neglect, Trainee Award	2020
National Science Foundation Postdoc, Finalist	2019
Outstanding Graduate Student Instructor Award	2019
Pat Gurin Distinguished Lecture Speaker	2019
Ford Dissertation Fellowship	2018
AERA Minority Dissertation Fellowship Finalist	2018
Psychology Student Diversity Research Award, Honorable Mention	2018
Edward A. Bouchet Fellow	2018
Roger W. Brown Fellowship Award	2017
Society for the Study of Psychological Issues Diversity Award	2017
Paul R. Pintrich Motivation Fellowship Award	2017
Pat Gurin Distinguished Lecture Speaker	2017
Dr. Joseph Morris Fellowship Award	2015
ISR-Rackham Summer Training Award	2014
Ford Foundation Predoctoral Fellowship	2014
William Honnold Fellowship	2013
Rackham Merit Fellowship	2013
Leadership Alliance Scholar, Vanderbilt University	2012
Department of Education McNair Scholar	2012
Gates Millennium Scholar	2009

PUBLICATIONS

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- Leath, S., Butler-Barnes, S., & Haynes-Thoby, L. (2022). "They just keep coming": Exploring how racialized violence informs racial grief and resistance among Black mothers. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-022-02421-y>
- Leath, S., Ball, P., Mims, L., Butler-Barnes, S., & Quiles, T. (2022). "They need to hear our voices": A multidimensional framework of Black college women's sociopolitical development and activism. *Journal of Black Psychology*, 48(3-4), 392-427. <https://doi.org/10.1177/00957984211016943>
- Leath, S., Quiles, T., Samuels, M., & Chima, U. (2022). "Our community is so small": A qualitative exploration of intraracial academic and social norms among Black students attending PWIs. *American Educational Research Journal*, 59(4), 752-787. <https://doi.org/10.3102/00028312221092780>
- Jones, M., **Leath, S.**, Latimer, K., Lawson, E., & Briones, M. (2022). The impact of COVID-19 on Black college students' mental health. *Journal of College Student Development*, 63(3), 239-254. <https://doi.org/10.1353/csd.2022.0021>
- Leath, S., Whiteside, M., & Jones, M.K. (2022). "They were on my side": An exploration of inclusive experiences with administration and faculty among Black undergraduate women at

- PWIs. *Journal of College Student Development*, 62(6), 675-691.
<https://doi.org/10.1353/csd.2021.0065>
- Butler-Barnes, S., **Leath, S.**, Iniss-Thompson, M.I., Allen, P.C., & D’Almeida, M.E. (2022). Racial and gender discrimination by teachers: Risks for Black girls' depressive symptomatology and suicidal ideation. *Cultural Diversity and Ethnic Minority Psychology*. Advance online publication.
<http://dx.doi.org/10.1037/cdp0000538>
- Leath, S., & Jones, M. (2022). Racial climate and mental health service utilization among Black college students at diverse institutions. *Currents*.
- Leath, S., Mims, L., Evans, K.A., Parker, T., & Billingsley, J. (2022). “I can be unapologetically who I am”: A study of friendship among Black undergraduate women at PWIs. *Emerging Adulthood*, 1-15. <https://doi.org/10.1177/21676968211066156>
- Leath, S., Wright, P., Charity-Parker, B., & Stephens, E. (2022). Exploring Black women’s pathways to motherhood within a reproductive justice framework. *Journal of Qualitative Health Research*, 32(4), 694-709. <https://doi.org/https://doi.org/10.1177/10497323211066869>
- Leath, S., Hope, M.O., Palmer, G.J., & Rose, T. (2022). Religious socialization and self-definition among Black undergraduate women attending predominantly White institutions. *Emerging Adulthood*, 1-17. <https://doi.org/10.1177/21676968211064684>
- Leath, S., & Mims, L. (2021). A qualitative exploration of Black women’s familial socialization on controlling images of Black womanhood and the internalization of respectability politics. *Journal of Family Studies*, 1-18. <https://doi.org/10.1080/13229400.2021.1987294>
- Leath, S., Jones, M., & Butler-Barnes, S. (2021). An examination of ACEs, the internalization of the Superwoman Schema, and mental health outcomes among Black adult women. *Journal of Trauma and Dissociation*, 22(3), 1-16. <https://doi.org/10.1080/15299732.2021.1989113>
- Leath, S., Pfister, T., Ball, P., Butler-Barnes, S., & Evans, K. (2021). An exploration of school racial diversity, friendship choices, and Black women’s identity-based experiences in high school. *Journal of School Psychology*, 89, 34-50. <https://doi.org/10.1016/j.jsp.2021.09.006>
- Butler-Barnes, S.T., Lea, C., **Leath, S.**, Rogers, O., Barnes, D., Ibrahim, H. (2021). Visible or invisible? Black girls’ experiences in a mathematics classroom. *Journal of African American Women and Girls in Education*, 1(2), 26-59. <https://doi.org/10.21423/jaawge-vli2a85>
- Leath, S., Butler-Barnes, S., Jones, M., & Ball, P. (2021). Linked fate among underrepresented groups: Investigating the relationships between Black college students’ perceptions of institutional diversity climate and mental health. *Journal of American College Health*, 1-10.
<https://doi.org/10.1080/07448481.2021.1924724>
- Jones, M., **Leath, S.**, Settles, I., Doty, D., & Conner, K. (2021). Gendered racism and depression among Black women: Examining the roles of social support and identity. *Cultural Diversity and Ethnic Minority Psychology*. <https://doi.org/10.1037/cdp0000486>

- Leath, S., Jerald, M., Perkins, T., & Jones, M. (2021). A qualitative exploration of Jezebel stereotype awareness and sexual behaviors among Black college women. *Journal of Black Psychology*, 1-40. <https://doi.org/10.1177-0095798421997215>
- Leath, S., Ware, N., Seward, M.N., McCoy, W.N., Ball, P., & Pfister, T.A. (2021). A qualitative study of Black college women's experiences of misogynoir and anti-racism with high school educators. *Social Sciences*, 10(29), 1-29. <https://doi.org/10.3390/sosci10010029>
- Leath, S., Jones, M., Jerald, M., & Perkins, T. (2021). An investigation of Jezebel stereotype awareness, gendered racial identity, and sexual behaviors among Black college women. *Culture, Health, and Sexuality*. <https://doi.org/10.1080/13691058.2020.1863471>
- Leath, S., Butler-Barnes, S., Ross, R. & Lee-Nelson, Z. (2021). "What happens if they come for you?": An exploration of mothers' racial socialization on discrimination with Black college women. *Psychology of Women Quarterly*, 45(2), 194-211. <https://doi.org/10.1177/0361684320979679>
- Leath, S., Pittman, J., Grower, P., & Ward, M. (2020). Steeped in shame: A qualitative exploration of how family sexual socialization messages shape Black women's body image beliefs and sexual agency. *Psychology of Women Quarterly*, 1-18. <https://doi.org/10.1177/0361684320948539>
- Leath, S., Marchand, A., Halawah, A., Harrison, A., & Rowley, S. (2020). A qualitative exploration of Black mothers' gendered constructions of their children and their parental school involvement. *Education Quarterly in Childhood Research*, 53, 124-135. <https://doi.org/10.1016/j.ecresq.2020.03.007>
- Leath, S., Mathews, C., Harrison, A., & Chavous, T. (2019). Racial identity, racial discrimination, and classroom engagement outcomes among Black girls and boys in predominantly Black and predominantly White school districts. *American Educational Research Journal*, 56(4), 1318-1352. <https://doi.org/10.3102/0002831218816955>
- Hurley, E., **Leath, S.**, & Hurley, S. (2019). Culture vs. Race/Ethnicity: Which predicts the best fit between students and learning contexts? Or is it both? *Urban Education*. <https://doi.org/10.1177/0042085919838012>
- Butler-Barnes, S., Lea, C., & **Leath, S.** (2019). Voluntary Interdistrict Choice Program: Examining Black girls' experiences at a predominantly White school. *The Urban Review*, 1-28. <https://doi.org/10.1007/s11256-018-0464-y>
- Leath, S., & Chavous, T. (2018). Black women's experiences of campus racial climate and stigma at predominantly White institutions: Insights from a comparative and within-group approach for STEM and Non-STEM majors. *The Journal of Negro Education*, 87(2), 125-139. <https://doi.org/10.7709/jnegroeducation.87.2.0125>
- Chavous, T., Richardson, B., Webb, F., Fonseca-Bolorin, G., & **Leath, S.** (2018). Shifting contexts and shifting identities: Campus race-related experiences, racial identity, and academic motivation among Black students during the transition to college. *Race and Social Problems*, 1-18. <https://doi.org/10.1007/s45885-017-9218-9>
- Carter, R., Mustafaa, M., **Leath, S.**, & Butler-Barnes, S. (2018). Teachers' academic and behavioral expectations and girls' pubertal timing: Does the classroom learning environment matter? *Social*

Psychology of Education: An International Journal, 1-28. <https://doi.org/10.1007/s11218-018-9450-1>

- Butler-Barnes, S., Cook, S., **Leath, S.**, & Caldwell, C. (2018). Teacher-based discrimination: The role of racial pride and religiosity among African American and Caribbean Black adolescents. *Race and Social Problems*, 1-12. <https://doi.org/10.1007/s12552-017-9222-0>
- Leath, S., & Chavous, T. (2017). “We really protested...I felt like I was in a movement”: The influence of sociopolitical beliefs, political self-efficacy, and campus racial climate on civic engagement among Black college students attending PWIs. *The Journal of Negro Education*, 86(3), 220-237. <https://doi.org/10.7709/jnegroeducation/86.3.0220>
- Carter, R., **Leath, S.**, Butler-Barnes, S., Byrd, C., Chavous, T., Caldwell, C., & Jackson, J. (2017). Comparing associations between perceived puberty, same-race friends, and same-race peers, and psychosocial outcomes among African American and Caribbean Black girls. *Journal of Black Psychology*, 43(8), 836-862. <https://doi.org/10.1177/0095798417711024>
- Carter, R., Mustafaafa, F., & **Leath, S.** (2017). Teachers’ expectations of girls’ classroom performance and behavior: Effects of girls’ race and pubertal timing. *The Journal of Early Adolescence*, 1-23. <https://doi.org/10.1177/0272431617699947>
- Butler-Barnes, S., **Leath, S.**, Carter, R., Williams, A., & Chavous, T. (2017). Promoting resilience among African American girls: Racial identity as a protective factor. *Child Development*. <https://doi.org/10.1111/cdeb.12995>
- Chavous, T., Drotar, S., Fonseca-Bolorin, G., **Leath, S.**, F., Lyons, D., & Mustafaa, F. (2016). Identity, motivation, and resilience: The example of Black college students in science, technology, engineering, and mathematics. In J. DeCuir-Gunby and P. Schutz (Eds.) *Researching Race and Ethnicity in the Study of Learning and Motivation in Social and Cultural Contexts*, (pp. 3-15). New York: Routledge.
- Chavous, T., **Leath, S.**, & Richardson, B. (2015). African American racial identity as promoting academic achievement and excellence: Resisting stereotypes and the myth of ‘Acting White.’ In V. Berry, A. Fleming-Rife, and A. Dayo (Eds.) *Black Culture and Experience: Contemporary Issues*, (pp. 21-36). New York: Peter Lang Publishing.

PUBLICATIONS UNDER REVISION OR REVIEW

- Leath, S., Williams, Y., Quiles, T., Charity-Parker, B., Mims, L., & Ross, R. (2022, *revise and resubmit*). “Free Black children...that means everything”: Black mother’s visions of freedom within a radical healing framework. *Revision submitted to Journal of Black Psychology*
- Leath, S., Scott, E., Rivens, A., Jones, M., & Koroma, N. (2022, *revise and resubmit*). “That’s something that stood out, just the resilience”: Black student resistance in the wake of August 11th and 12th at the University of Virginia. *Revision submitted to Journal of Diversity in Higher Education*.
- Perkins, T.R., Aleibar, D., **Leath, S.**, & Pittman, J.C. (2021, *revise & resubmit*). Superwoman Schema endorsement and sexual assertiveness: Implications for Black women’s sexual satisfaction. *Revision submitted to Journal of Black Psychology*.

Stanley Bryant, L., Avery, L., & **Leath, S.** (2022, *under review*). Connect to protect: The moderating role of connectedness on gendered racial microaggressions and vigilance among Black women. *Submitted to Sex Roles.*

Jones, M., Latimer, K., & **Leath, S.** (2021, *under review*). Black students' perceptions of the significance of race in therapy. *Submitted to Journal of Counseling Psychology.*

SELECTED PROFESSIONAL PRESENTATIONS

Leath, S. (2022, September). "They just keep coming": A study of how anti-Black racial violence informs racial grief and resistance among Black mothers. *Invited Plenary Session at the Society for Research on Child Development, Special Topics Conference on Holistic Development, St. Louis, MO.*

Leath, S. (2022, August). Black feminist methodologies in education research. *Invited speaker to Summer Collective Learning Series in School of Education at the University of Virginia.*

Ward, M., **Leath, S.**, & Perkins, T. (2022, April). Challenges to modern gender socialization: Contributions of media messages, sexual stereotypes, and racial discrimination. *Invited speaker for the Dr. MaryAnne Siderits Distinguished Speakers on Gender and Sexuality Panel at Marquette University.*

Leath, S. (2022, April). Exploring Black girls' negotiation of adultification bias and disciplinary surveillance from teachers in desegregated schools. *Oral presentation at American Educational Research Association.*

Bristol, T., **Leath, S.**, Tachine, A., & Tintiangco-Cubales, A. (2022, April). Cross-cutting issues in mental health & wellness equity. *Invited Presidential Session at American Educational Research Association.*

Mims, L., **Leath, S.**, Iniss-Thompson, M., Nash, A. & Seward, M. (2022, March). 'Magic' as a metric: Centering the voices of Black women & girls in developmental research. *Panel discussion at Society for Research on Adolescence.*

Onuoha, A., Rivens, A., Stanton, A., & **Leath, S.** (2022, February). Community care & critical action: Black Feminist methodologies in education & psychology research. *Roundtable at 39th Annual Columba Winter Roundtable.*

Leath, S. (2022, February). Integrating diversity, equity, and inclusion into a research statement. *Invited guest speaker for Michigan State University.*

Leath, S. (2021, November). The Strong Black woman: How a myth endangers the physical and mental health of Black women. *Invited guest speaker for Institute of Policy Studies.*
<https://www.facebook.com/InstituteForPolicyStudies/videos/426344422231780/>

Leath, S. (2020-2022). Black women getting real on wellness (GROW). *Invited workshop facilitator for several HBCUs and Black female organizations through The Steve Fund.*

Leath, S. (2021, July). "Free Black children...that means everything": Black mother's visions of freedom within a radical healing framework. *Oral presentation at APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race.*

- Leath, S. (2021, July). A qualitative study of religious socialization and self-definition among Black undergraduate women attending predominantly White institutions. *Oral presentation at APA Division 45: Society for the Psychological Study of Culture, Ethnicity and Race.*
- Leath, S. (2021, May). “I am done!”: Wellness retreat. *Invited Facilitator for Office of African American Affairs – Black College Women at the University of Virginia.*
- Leath, S., & Manon, S. (2021, April). Inclusivity builds a better world. *Invited Speaker for the 5th Annual Women in Science Symposium at Colorado State University.*
- Dillingham, R., Forde-Mazrui, K., Galan, C., **Leath, S.**, & Spitzner, D. (2021, April). A call to action for racial justice in research. *Invited Speaker for the UVa Diversifying Psychology Conference at the University of Virginia.*
- Leath, S. (2021, April). Radical healing during a collective trauma. *Invited Speaker for the Women’s Center at the University of Virginia.*
- Leath, S. (2021, March). A mixed methods investigation of Black parents’ socialization on gendered racism and misogynoir against Black women and girls. *Invited speaker with Youth-Nex Works in Progress community through School of Education and Human Development.*
- Leath, S. (2021, February). Getting your Ph.D. without losing yourself. *Invited talk for the Combined Program in Education and Psychology at the University of Michigan.*
- Leath, S. (2021, February). Lab management as an early career scholar. *Invited talk through the Black Scholars Writing Group at the University of Virginia.*
- Leath, S. (2020, December). Equity in mental health on campus initiative. *Invited workshop facilitator through The Steve Fund.*
- Leath, S. (2020, November). A qualitative study of Black college women’s experiences of misogynoir and anti-racism with high school educators. *Invited talk through Youth-Nex at UVa.*
- Chavous, T., **Leath, S.**, Jones, M., & McCallum, C., (2020, November). Black College Student Mental Health webinar. *Webinar roundtable co-hosted through the University of Michigan’s National Center for Institutional Diversity and the Stevens Fund.*
- Leath, S. (2020, January). Black girls’ challenges with school discipline disparities. *Healing Hate Conference at the University of Virginia.*
- Leath, S. (2019, February). Girlhood, oral history, and life narrative. Roundtable talk presented at the *Narrating Black Girls’ Lives Conference, Ann Arbor, MI.*

INSTRUCTIONAL & FACILITATION EXPERIENCE

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| Instructor: Psychology of Black Women
Washington University in St. Louis, College of Arts & Sciences | 2020-Present |
| Instructor: Community Engaged Scholars in Practice (CESIP) | 2020-2021 |

University of Virginia, College of Arts & Sciences		
Instructor: Psychology of Racial Identity	University of Virginia, College of Arts & Sciences	2020-2021
Instructor: Intersectionality Matters: Racism & the Rise of ‘Rona	University of Virginia, College of Arts & Sciences	2020-2021
Facilitator: Introduction to Community Engagement	University of Michigan, Ginsberg Center for Community Service and Learning	2019
Instructor: Educational Psychology and Human Development	University of Michigan, School of Education	2016
Instructor: Partners for Authentic Learning in Schools	University of Michigan, School of Education	2014-2015

SERVICE AND CONTRIBUTIONS TO THE FIELD

Committee Member	DEI Undergraduate Belonging Committee	2021
	Psychology Department Steering Committee	2021
	Graduate Student Wellbeing Committee	2021
	Diversity, Equity, and Inclusion Data Committee	2021
Chair or Co-Chair	APA Journal Guidelines for Equity, Diversity, Inclusion, & Justice in Psychological Science	2022
	Community Board of the Alliance for Graduate Education and the Professoriate (AGEP), Rackham Graduate School	2017
Mentor	Bridge to the Doctorate Program	2022
	Equity Center Community Research Fellows Program	2022
	Virginia Education Science Training (VEST)	2021
	Leadership Alliance Summer Research Program	2021
	L.I.G.H.T Mentoring Program for Black Girls	2020
	City of Promise Mentoring Program for Black Girls	2018
	Michigan Undergraduate Summer Research Opportunity	2017
	ISTI Mentor Match Engine	2017-2022
	Students Tackling Advanced Research (STAR) Program	2018
Undergraduate Research Opportunity Program (UROP)	2018	
Consultant	Meta	2022
	Gates Millennium Foundation – Civic Engagement Report	2022
	Suffolk University – YES Lab	2021
	Steve Fund Advisor	2020-2022
	Society for Community Research and Action DEI	2022

PUBLIC SCHOLARSHIP & ENGAGEMENT

Editorial Board	Psychology of Women Quarterly	2021-2024
	Journal of Black Psychology	2020-2022
	Emerging Adulthood Journal	2020-2023
Director	Black Girls L(earn) E(xperiment) A(nd) P(lay)	2019-2021
Contributor	Psychology Today	2021-2023

Ito, M., & Cross, R. (2022, February). Expert advisor for Gates Millennium Report, *Asset and Action-Based Approaches to Civic Learning A Review of Frameworks, Evidence and Approaches*. <https://clalliance.org/publications/asset-and-action-based-approaches-to-civic-learning-a-review-of-frameworks-evidence-and-approaches/>

Pickett, L. (2021 March). Interview for article, “*In-depth: Barriers to mental health care in Black communities.*” Marquette Messenger. <https://marquettemessenger.com/features/2021/03/19/in-depth-barriers-to-mental-health-care-in-black-communities/>

The Future is Family Podcast. (2021 June). Expert guest for, *How racial stereotypes may influence Black children in foster care*. <https://www.futureisfamily.org/portfolio/what-the-foster/>

Kansas City Community Radio – Ebony’s Bones. (2021 May). *Misogynoir and Black Parenting: Raising Black children for liberation*. <https://kkfi.org/program-episodes/misogynoir-black-parenting/>

Leath, S., & Ladis, I. (2021, April). Self-care as a college student. *Panelist for UVa Psychology event*.

Leath, S. (2021, April). Using resistance and resilience to build self-acceptance. *Invited episode for the Changes Big and Small Podcast*. <https://changesbigandsmall.com/using-resistance-and-resilience-to-build-self-acceptance/>

School Library Journal. (2021 March). <https://www.slj.com/?detailStory=tweens-experience-more-bias-in-school-than-young-kids-heres-how-to-fight-that-libraries>

CNN. (2021 March). How Meghan should, and shouldn't, influence princess play. <https://www.cnn.com/2021/03/11/health/princess-play-meghan-fallout-parenting-wellness/index.html>

Decolonized Parenting Podcast. (2021 March). Black Mothering as an Act of Resistance. https://podcasts.apple.com/us/podcast/28-black-mothering-as-an-act-of-resistance/id1538348623?i=1000511757716&fbclid=IwAR3tQClgxyJAOUZsBvkAJ8xhId2ftC6FR-17ufIgVDGrTzn8hR_rvOI9dT8

Alliance against Seclusion and Restraint. (2021 February). *Pushout: A panel discussion of Black girls’ criminalization in schools*. <https://www.facebook.com/endseclusion/videos/446370706407465/?vh=e&d=n>

State of Education Podcast. (2021 February). Psychology, Education, and Race: A conversation on Black girls' schooling experiences. <https://anchor.fm/StateofEducation/episodes/Psychology--Education--and-Race-with-Seanna-Leath--PhD-eq9j8d>

Cheng, S., Zaringhalam, M., Carvalho, A.P., Barnes, R., Goldman, G., Simonis, J., Caballero-Gill, R., Creary, M., Guatame-Garcia, A., Porras, A., Sanchez-Rios, A., Bodison, S.C., Bohon, W., Chakraborty, P., Edwards, L., Leath, S., Marklein, A., Williams, N.A., Ramirez, K.S., & Zelikova, J. (2020). A call to action: Moving the scientific publication process toward social justice. *Nature Communications preprint*.

National Center for Institutional Diversity (2020 November). *Black College Student Mental Health*. https://www.youtube.com/watch?v=0lVTAmSALhI&trk=organization-update-content_share-embed-video_share-article_title

Kansas City Community Radio – Ebony's Bones (2020 September). *Black women's sexuality in an historical U.S. context – Moving towards sexual desire and pleasure*. <https://kkfi.org/program-episodes/black-girls-and-sexuality/>

National Center for Institutional Diversity. (2020 February). *Vulnerability and strength: Black mothers raising emotionally free Black girls*. <https://medium.com/national-center-for-institutional-diversity/vulnerability-and-strength-black-mothers-raising-free-black-girls-97c935138568>

Black Womanhood College Workshop. (2020 January). *Cultural and social capital in college*. Maxine Platzer Lynn Women's Center, University of Virginia.

Scholars Strategy Network Podcast Podcast. (2019 October). *How the expectation of strength harms Black girls and women*. <https://scholars.org/scholar/seanna-leath>

Insider Higher Education, Conditional Acceptance. (2019 February). *PhD in Progress: Reflecting on my mothering experiences at the intersection of poverty and privilege*. <https://www.insidehighered.com/advice/2019/02/08/phd-who-mother-talks-about-life-intersection-privilege-and-poverty-opinion>

PROFESSIONAL MEMBERSHIPS

Black Women Studies Association	2020 - Present
Association of Black Psychologists – Virginia Chapter	2020 - Present
Society for Community Research and Action	2020 - Present
American Educational Research Association	2016 - Present
Society for the Psychological Study of Social Issues	2016-2019