

Maria del Mar Farina

EDUCATION

Smith College, School for Social Work, Northampton, MA **Ph. D., August 2015**

Dissertation: Immigration reform: Impact of sociopolitical context on the ethnic identification, acculturation, and sense of national belonging of American born Hispanic youth.

Western New England College, Springfield, MA **MBA, September 2001**

Smith College School for Social Work, Northampton, MA **MSW, August 1998**

Westfield State College, Westfield, MA **BS in Business Management and Psychology, 1994**

Vienna International School, Vienna, Austria **International Baccalaureate, June 1990**

Languages: Bilingual (Spanish/English); Proficient in German and French

ACADEMIC EXPERIENCE

Simmons University, School of Social Work Boston, MA (July 2026-present)
Associate Professor, MSW Program

Responsible for teaching and updating MSW courses.

Member of the School of Social Work Faculty Committee.

Member of the MSW Curriculum Committee.

Course Manager, SW411 HBSE, Human Behavior in the Social Environment.

Westfield State University Westfield, MA (September 2013- January 2026)
Professor, MSW Program

Graduate Chair and MSW Program Director (2020-2023)

Responsible for day-to-day operations of the MSW Program, including development of Fall and Spring course schedules, and hiring, training, and evaluating adjunct faculty; monitoring compliance with, and completion of CSWE accreditation self-study/process; and leading MSW program meetings and subcommittees.

Responsible for teaching, updating, developing, and coordinating BSW and MSW courses.

Member of the Social Work Department Committee, MSW Program Committee,

Continuing Education Committee and Academic Review Committee.

Smith College, School for Social Work Northampton, MA (Summer 2006 – present)
Adjunct Professor, MSW and PhD Programs

Part-time Faculty appointment (2013)

Assistant Director Practicum Education, MSW Program (2014-2019)

Teaching, updating, and developing MSW and PhD courses (2006-present).

Course Coordinator: MSW Child Development (2026); Biopsychosocial Assessment (2025); Second Year Practice (2024).

Redesigned MSW Second Year Clinical Practice Sequence (2023-2024).

Redesigned MSW Clinical Practice Sequence: developed and coordinated national first and second year clinical integrated seminars (22 courses); evaluated and hired clinical practice sequence adjunct faculty; and developed MSW internship/training affiliations (2013-2019).

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Member of the MSW Faculty Committee (2013), MSW Admissions Committee and Student Review Performance Committee (2004-2014).

Columbia University, School of Social Work
Adjunct Associate Professor, MSW Program

New York, NY (2023-present)

Boston University, School of Social Work
Course Facilitator, MSW Program

Boston, MA (2023-2025)

CLINICAL SOCIAL WORK EXPERIENCE

Private Practice

Holyoke/Longmeadow, MA (May 2002 - present)

Independent Clinician

- Conduct asylum forensic psychological evaluations.
- Conduct intake evaluations and develop treatment plans.
- Provide individual and couples therapy, family therapy, and play therapy.
- Provided brief individual therapy to graduate students as part of the Smith College, School for Social Work, Summer Counseling Services (2004-2007).

Smith College, Counseling Center
Clinician

Northampton, MA (August 2007 - 2014)

- Clinical supervisor of second year MSW student interns.
- Conducted intake evaluations and developed treatment plans.
- Provided individual therapy to undergraduate and graduate students.
- Participated in clinical team meetings; responsible for on-call crisis coverage after hours.

Department of Mental Health, DMH
Eligibility Determination Specialist

Northampton, MA (March 2005 - August 2007)

- Conducted eligibility determinations for DMH Children Division. Completed screening evaluations for transfer to long term state inpatient and residential programs.
- Facilitated transfer treatment team meetings and developed treatment plans for long-term state placement.
- Western Massachusetts DMH representative at: 1. Statewide Transitional Adolescent Youth Initiative; and 2. EOHHS School initiative for the Lower Pioneer Valley Educational Collaborative.

Pioneer Valley Mental Health
Psychotherapist

Springfield, MA (October 1999 – April 2005)

- Conducted individual and family intake evaluations. Developed treatment plans.
- Provided individual and family therapy. Worked primarily with Hispanic community.

NON-PROFIT MENTAL HEALTH PROGRAM MANAGEMENT EXPERIENCE

Behavioral Health Network, Child Guidance Clinic Springfield, MA (Jan. 2003 - Mar. 2005)
Program Manager, Community Wraparound Programs

- Responsible for \$1.3 million Community Wraparound Contracts/Programs--Intensive

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Family Support, Coordinated Focused Care, and Innovative Community Support Program. Coordinated services with state funding agencies' upper management including the Department of Education, Social Services, Youth Services, Medical Assistance, Public Health, and Mental Health, to ensure coherent and integrated services. Liaison for Community Wraparound Programs and local and state steering committees. Developed policies to ensure best practices and quality control requirements.

Behavioral Health Network, Child Guidance Clinic Springfield, MA (Oct. 2000 – Jan. 2003)
Program Director, Intensive Family Support Program

Member of division management team. Hired, trained, and supervised program staff; oversaw daily operations of the program. Implemented quality control standards, analyzed data and completed semi-annual reports. Developed internship programs with area colleges, and employee training programs.

Child & Family Services Springfield, MA (Nov. 1998 – Oct. 2000)
Clinical Coordinator

Designed Latino Clinical Unit and oversaw its implementation. With clinic manager, recruited and supervised bilingual/bicultural program staff.

Gandara Mental Health Center Springfield, MA (May 1994 - May 1996)
Clinical Coordinator

Supervised administrative and clinical staff and assisted with recruitment. Coordinated services with agencies and hospitals. Coordinated and co-led daily program activities; provided individual psychotherapy. Implemented quality control standards, including completion of quarterly reports.

PROFESSIONAL AWARDS

Recipient of the John F. Nevins Outstanding Educator Award, Westfield State University, DGCE, 2024.
Recipient of the Westfield State University International Travelling Grant Award, 2020 and Research Grant Award, 2018.
Nominated for the John F. Nevins Outstanding Educator Award, Westfield State University, DGCE, 2013, 2014, 2016, 2018, 2019, 2022, 2023.

COMMISSIONS OF TRUST

Associate Editor, Clinical Social Work Journal, Springer, U.S.A. (2024-present).
Co-editor, Clinical Social Work Journal, Special Issue, Exploring Political Content and Processes in Clinical Practice: Approaches and Implications MA, U.S.A. (2026).
Editorial Board Member, Clinical Social Work Journal, Springer, U.S.A. (2022-Present).
Editorial Board Member, Social Work Journal, National Association of Social Workers, Oxford University Press (2026-present).
Consulting Editor, Social Work Journal, National Association of Social Workers, Oxford University Press (2019-2026).

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Journal Peer Reviewer:

Studies in Clinical Social Work Journal, Smith College, Routledge (2023-present).

Affilia, Feminist Inquiry in Social Work, Sage, U.S.A. (2021-present).

Urban Social Work Journal, Springer (2021-present).

Journal of Political Psychology, International Society of Political Psychology, Wiley (2015-2016).

Council on Social Work Education:

Council on Publications, 2025-2028

Council on Racial, Ethnic and Cultural Diversity member: Two three-year appointments from 2016-2019 and 2019-2022.

Books, Peer Reviewer:

Routledge (2020).

Rutgers University Press (2019).

Guest Editor, Smith College Studies in Social Work, 2017 Special Issue, Perspectives of Clinicians of Color: Clinical Case Studies, Northampton, MA, U.S.A.

External PhD committee member, Smith College, School for Social Work, Doctoral Program, Northampton, MA, U.S.A. (2026-present).

External PhD committee member for 1 PhD thesis, California Institute of Integral Studies, San Francisco, CA, U.S.A. (2024-present).

External examiner for PhD thesis, Smith College, School for Social Work, Doctoral Program, Northampton, MA, U.S.A. (2021).

COOPERATION PARTNERS

Dr. Aydin Bayad (Universität Bielefeld, Institute for Interdisciplinary Research on Conflict and Violence, Bielefeld, Germany), **Dr. Satgin S. Hamrah** (University of South Florida, Department of History, Tampa Campus, U. S. A.), **Dr. Dharma Cortés** (Harvard Medical School, HERLab, U. S. A.), **Carmen Rosa Noroña**, **Dr. Ivys Fernández-Pastrana**, **Dr. Genevieve Preer & Desiree Hartman**, (Boston Medical Center, Center for Excellence in Immigrant Infant and Early Childhood Mental Health, U. S. A.), **Dr. Peggy O'Neill** (Smith College, School for Social Work, U.S.A.), **Dr. Annemarie Gockel**, (Smith College, School for Social Work, U.S.A.), **Dr. Joan Lesser** (Smith College, Doctoral Social Work Program, U.S.A.), **Dr. Vamik Volkan** (University of Virginia, U.S.A.), **Dr. Su-hee Kim** (Northern Kentucky University, U.S.A.), **Dr. Jerry Watson** (University of Memphis, U.S.A.), **Dr. Yarneccia D. Dyson** (University of North Carolina at Greensboro, U.S.A.), **Dr. Bronwyn Cross-Denny** (Sacred Heart University, U.S.A.), **Dr. Maria Gurrola**, (California State University Monterey Bay, U.S.A.), **Silvana Kirby** (University of Massachusetts Medical School, Mass AHEC Network, U.S.A.).

GRANTS AND THIRD-PARTY FUNDING

U.S. Health Resources and Services Administration (HRSA), Integrative Behavioral Health (IBH) Equity Project 2021-2025.

Roles: Member of the Development and Writing Grant Team; IBH Specializations Coordinator (PI: Dr. Nora Padykula).

Award: \$1.5 million.

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TEACHING, MENTORING AND ADVISING

Simmons University

Boston, MA (July 2025-Present)

MSW courses

Term	Course No.	Course Name	Credits	Students
Fall	SW 424A-04	Advanced Clinical Practice	3	17
Fall	SW 409-02	Dynamics of Racism & Oppression	3	17
Spring	SW 424B-04	Advanced Clinical Practice	3	18
Spring	SW 557-01	Clinical Practice with Immigrants and Refugees	3	16
Spring	SWO 409-02	Dynamics of Racism & Oppression (overload)	3	17
Summer	SWO 404-02	Social Welfare Policy (overload)	3	19
Summer	SWO 404-03	Social Welfare Policy (overload)	3	13

Mentoring and Advising

PhD dissertation committee member for 1 PhD Student.

Research Internship Supervisor: 1 PhD student and 1 MSW Student.

Academic advisor for 1 PhD student

Smith College, School for Social Work

Northampton, MA (Summer 2006 –

present)

MSW courses (2006-present)

First Year Social Work Practice with Individuals and Families

Second Year Social Work Practice with Individuals

Child Development

Sociocultural Concepts

Race and Ethnicity in Psychodynamic Clinical Practice

Doctoral courses (2019-present)

Intersectionality: Clinical Social Work with Historically Marginalized Populations

Metaperspectives on Clinical Social Work

Mentoring and Advising

Academic advisor for second year MSW students: met with students to review progress toward degree completion and assess learning obstacles when applicable; connected students with university resources, including writing center and counseling services; explored professional goals and provided students with employment and post-graduate fellowship resources and letters of recommendation.

Westfield State University

Westfield, MA (September 2013- January 2026)

MSW courses

Social Welfare Policy

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Child Welfare Policy Analysis
 Advanced Policy: Promoting Racial and Social Justice
 Mental Health and Children
 Mental Health and Adults
 Foundation Social Work Practicum
 Advanced Social Work Practicum
 Diversity and Social Justice
 Trauma and Clinical Social Justice
 Practice with Families
 Practice with Adults

BSW courses

Generalist Practice with Groups and Families
 Diversity and Social Justice
 Social Work Practicum
 Social Welfare Policy

Mentoring and Advising

Academic advisor for BSW and MSW students: met with students to review registration plans, progress toward degree completion, and learning obstacles, when needed; adjusted academic learning programs and connected students with university resources, including writing center and counseling services; explored professional goals and provided students with employment and post-graduate fellowship resources and letters of recommendation.

Met with students individually to address academic performance concerns in my assigned courses: provided academic support and connected students to university resources, including Disability Services, to request academic accommodations as needed.

Columbia University, School of Social Work

New York, NY (2023-present)

MSW courses

Foundations of Social Work Practice I: Decolonizing Social Work
 Foundations of Social Work Practice II

Boston University, School of Social Work

Boston, MA (2023-2025)

MSW course

Assessment and Differential Diagnosis of Children

University of Massachusetts Amherst

Amherst, MA (2015-2019)

Center for Counseling and Psychological Health, CCPH

W. E. B. Du Bois Post-Graduate Fellowship

Mentoring and Advising

Member of the Social Work Educators Fellowship proposal development team (University of Massachusetts, Smith College, and Saint Joseph's University).
 Fellowship mentor and clinical consultant between 2016-2019: met on a weekly basis with the post-graduate fellows each academic year between September and May.

SUPERVISION OF MSW AND DOCTORAL STUDENTS

Smith College, School for Social Work

Northampton, MA (Summer 2006 – present)

MSW

Redesigned MSW Clinical Practice Sequence: developed and coordinated national first and second year clinical integrated seminars (22 courses); evaluated and hired clinical practice sequence adjunct faculty and provided consultation to address student training concerns (2013-2019).

Developed and oversaw MSW internship/training affiliations (2013-2019).

Faculty liaison between MSW student interns and site (community) supervisor; assessed student performance and progress toward attainment of social work competencies.

Met with site (community) supervisor and MSW student interns to address learning/performance barriers and develop corrective performance plans.

Clinical supervisor of second year MSW student interns: met with MSW students interns twice a week; evaluated and assessed progress toward social work learning goals and competencies.

Member of MSW Student Performance Review Committee.

Doctoral

Clinical supervisor of PhD students: met with doctoral student to provide clinical supervision and support the advanced mastery of social work and clinical theories for clinical practice qualifying oral exam.

Westfield State University

Westfield, MA (2013- 2026)

Clinical supervisor of second year MSW student interns: met with MSW students interns once a week; evaluated and assessed progress toward learning goals and competencies.

Faculty Liaison: met with assigned MSW student interns and site (community) supervisors to review students' progress and attainment of social work competencies; addressed training/supervisory relationship dynamics and ensured agency compliance with training affiliation agreements.

Member of Academic Performance Review Committee.

Smith College, Counseling Center, Clinician

Northampton, MA (2007 - 2014)

Clinical supervisor of second year MSW student interns: met with MSW students interns twice a week; evaluated and assessed progress toward social work learning goals and competencies.

Met with faculty liaisons to review MSW student interns progress and develop corrective plans, when necessary.

Behavioral Health Network, Child Guidance Clinic

Springfield, MA (2000 - 2005)

Developed internship programs with area colleges.

Clinical supervisor of second year MSW student interns: met with MSW students interns twice a week; evaluated and assessed progress toward social work learning goals and competencies.

Met with faculty liaisons to review MSW student interns learning progress and develop corrective learning plans, when necessary.

PUBLICATIONS

ORCID: <https://orcid.org/0000-0001-6134-6759>.

Books:

- *Farina, M., & Lesser, J. (Accepted; In progress 2026). *Clinical Social Work Practice: The Integrated Sociopolitical and Psychological Analysis (ISPA) Model*. Routledge.
- Farina, M. (2026). *Psychological borders in Europe and the United States: Contemporary nationalism, nativism, and populism*. Bloomsbury Publishing. Paperback.
- Farina, M. (2023). *Psychological borders in Europe and the United States: Contemporary nationalism, nativism, and populism*. Rowman & Littlefield: Lexington Books. eBook & Hardcover.
- Farina, M. (2018). *White nativism, ethnic identity, and U.S. immigration policy reforms: American citizenship and children in mixed status Hispanic families*. Routledge.

Articles and Book Chapters:

- Farina, M., Gockel, A., & O'Neill, P. (2026). The politics of affect in clinical social work practice: Engaging affect and political material in clinical social work practice. *Clinical Social Work Journal*, Special Issue: "Special Issue: Exploring Political Content and Processes in Clinical Practice: Approaches and Implications," TBD.
- Farina, M., & McCracken, C. (2022). Chapter 25. Immigration, migration, and refugees. In B. Cross-Denny (Eds), *Integrated Social Work Practice: Bridging Micro, Mezzo, and Macro Level Practice* (pp. 469-492). Cognella.
- Farina, M., & O'Neill, P. (2022). The Structurally Informed Clinical Model: Disrupting oppression in clinical social work through an integrative practice approach. *Clinical Social Work Journal*, Special Issue: "I Can't Breathe:" Addressing the Impact of Racism and Social Injustice on the Psychosocial and Psychodynamic Functioning of Black and Hispanic Populations, 52, 217–228.
- Farina, M., Suk-hee, K., Watson, J., & Dyson, Y. (2021). COVID-19 and structural racial inequity: Lessons learned for social work education. *Journal of Social Work Education, Special Issue*, 57(sup1), 238–252. <https://doi.org/10.1080/10437797.2021.1935370>.
- Farina, M. (2020). Why can't I be Latina, female and professional? Clinical implications of social discourses that render class invisible. *Smith College Studies in Social Work, Special Issue*, 90(1-2), 54-78. <https://doi.org/10.1080/00377317.2020.1706414>.
- Farina, M. (2019). An integrative pedagogical model for the teaching of diversity and social justice in social work education: The integrative sociopolitical and psychological analysis model. *Urban Social Work, Special Issue*, 3(1), S52-S69.
- Dyson, Y., Farina, M., Gurrola, M., & Cross-Denny, B. (2019). Reconciliation as a framework for supporting racial, ethnic, and cultural diversity in social work education. *Social Work and Christianity Journal*, 47(1), 83-95. <https://doi.org/10.34043/swc.v47i1>.
- O'Neill, P., & Farina, M. (2018). Constructing critical conversations in social work supervision: Creating change. *Clinical Social Work Journal: Special Issue*, 46, 298-309.
- Farina, M. (2017). Mixed-status families and immigration interior enforcement policies: Effects on clinical practice and the intraethnic therapeutic dyad. *Smith College Studies in Social Work, Special Issue*, 87(2-3), 254-272.
- Farina, M. (2013). Failure to mourn "White Nativism": Impact of deportation on Hispanic American born children and mixed status families. *Smith College Studies in Social Work*, 83(2-3), 139-169.

CONFERENCE PRESENTATIONS

- Farina, M., Hassan, R. & Thomas, S. (2026). *An Integrated Sociopolitical Psychological Model to identity-driven immigration conflict and historical traumas*. Paper presentation, Council on Social Work Education, CSWE, Annual Program Meeting, Atlanta, GA. Accepted.
- Farina, M. (2026). *An Integrated Sociopolitical and Psychological Analysis Model (ISPA) to identity-driven conflict and historical collective traumas*. Paper presentation, International Society of Political Psychology, Annual ISPP Convention, Newcastle, UK.
- Farina, M. (2026). *An Integrated Sociopolitical and Psychological Mediation Approach (ISPA) to identity-driven conflict and historical collective traumas*. Poster presentation, International Society of Political Psychology, Annual ISPP Convention, Newcastle, UK.
- Farina, M., Gockel, A., & O'Neill, P. (2026). *Political content and processes in clinical practice: Collaborative exploration of sociopolitical dynamics in clinical practice in disruptive times*. Smith College, School for Social Work, Deepening Clinical Practice Conference, Northampton, MA.
- Farina, M (2024). *Nationalist-populism, sociopolitical mobilization of large group identities and historical traumas: Spain and the VOX party*. Paper presentation, International Society of Political Psychology, Annual ISPP Convention, Santiago, Chile.
- Farina, M & O'Neill, P. (2024). *The Structural Clinical Social Work Model: Implications for anti-oppressive clinical and supervisory practice with clinicians*. Smith College School for Social Work, Deepening Clinical Practice Conference, Northampton, MA.
- Farina, M & O'Neill, P. (2024). *The Structural Clinical Social Work Model: Implications for anti-oppressive clinical and supervisory practice with students*. Deepening Clinical Practice Conference, Smith College, Northampton, MA.
- Farina, M (2023). *Fronteras/guerras identitarias: Movilización y radicalización de jóvenes blancos y la inmigración Latina/x*. Paper presentation, Council on Social Work Education, CSWE, Annual Program Meeting, Atlanta, GA.
- Farina, M (2023). *Borders/identity wars: Collective identity mobilization, white youth radicalization and Latinx immigration*. Poster presentation, Council on Social Work Education, CSWE, Annual Program Meeting, Atlanta, GA.
- Farina, M. (2022). *National borders and identity wars: The construction and sociopolitical mobilization of large group identities*. Paper presentation, International Society of Political Psychology, Annual ISPP Convention, Athens, Greece.
- Farina, M. (2022). *Borders and identity wars: Sociopolitical mobilization, large-group identities and transnational radicalization of white youth*. Paper presentation accepted, Council on Social Work Education, CSWE, Annual Program Meeting.
- Farina, M. (2022). *Fronteras y guerras de identidad: Movilización de identidades y radicalización transnacional de jóvenes blancos*. Paper presentation accepted, Council on Social Work Education, CSWE, Annual Program Meeting.
- Farina, M. (2022). *National borders and identity: Psychological-sociopolitical mobilization of collective identities*. Poster presentation, American Psychological Association, Annual APA Convention.
- Farina, M. & O'Neill, P. (November, 2020). *Structurally Informed Clinical Field Education Model*. Paper presentation, Council on Social Work Education Conference, Annual Program Meeting.
- Farina, M. (July, 2020). *The Rise of nationalism, nativism and populism in Europe and the U S: Political psychology and immigration and refugee policy*. Poster presentation, 2020 Annual Scientific

- Meeting, International Society of Political Psychology, Berlin, Germany. (Unable to present due to COVID-19).
- Farina, M. (July, 2020). *Social Justice, forced migration, and mental health clinical practice*. Paper presentation, Eighteenth International Conference, New Directions in the Humanities, Ca' Foscari University of Venice, Venice, Italy (unable to present due to COVID-19).
- Farina, M. (January, 2020). *White nativist immigration sociopolitical discourses, ethnic identity and sense of national belonging of Hispanic children of immigrants: Implications for policy and clinical social work practice*. Poster Presentation. Society for Social Work and Research Conference (SSWR), Washington D. C.
- Farina, M. (October, 2019). *Integrated sociopolitical and psychological policy analysis model: Pedagogical implications for social justice*. Paper presentation, Council on Social Work Education Conference, Annual Program Meeting, Social Welfare and Policy Practice Track, Denver, CO.
- Farina, M. (September, 2019). *Acculturation re-conceptualized: How research redefines clinical practice with Latino/a/x immigrant families*. 2019 LSWO Chicago Conference.
- Watson, J., Dyson, Y., **Farina, M.**, Kim, S., & Robinson-Dooley, V. (November, 2018). *Crossroads: The Intersection of IPE with race, ethnicity and cultural diversity*. Paper presentation, Council on Social Work Education, Annual Program Meeting, Orlando, FL.
- Farina, M. (November, 2018). *Discursos sociopolíticos sobre inmigración: Aculturación e implicaciones para hijos de inmigrantes hispanos*. Paper presentation, Council on Social Work Education, CSWE, Annual Program Meeting, Spanish Language Track, Orlando, FL.
- Farina, M. (October, 2018). *Integrated Sociopolitical and Psychological Policy Analysis Model: Analysis of contemporary immigration policy reforms and implications for Hispanic children in mixed-status immigrant families*. 2018 LSWO Chicago Conference.
- Farina, M. (July, 2018). *White Nativism, psychological borders and American immigration executive orders: children in mixed-status families as symbols of nativist psychological identity diffusion*. 2018 Annual Scientific Meeting, International Society of Political Psychology, San Antonio, TX.
- Farina, M. (October, 2017). *Reconciliation as a framework for supporting racial, ethnic and cultural diversity*. Paper presentation, Council on Social Work Education Conference, Annual Program Meeting, Dallas, TX.
- Farina, M. (July, 2016). *Anti-immigrant and anti-refugee nativist sociopolitical discourses: Implications for assimilation, national belonging and public policy*. Poster presentation, Annual Scientific Meeting, International Society of Political Psychology, Warsaw, Poland.
- Farina, M. (July, 2016). *Anti-immigrant and anti-refugee nativist sociopolitical discourses: Implications for ethnic identity, national belonging and public policy*. Paper presentation, Annual Scientific Meeting, International Society of Political Psychology, Warsaw, Poland.
- Farina, M. (July, 2011). *Failure to mourn "White Nativism": Intrapsychic and sociological perspectives of deportation impacting Hispanic-American born children*. Paper presentation, Annual Scientific Meeting, International Society of Political Psychology, Istanbul, Turkey.
- Farina, M. (May, 2011). *Deconstructing current American immigration laws: hidden aggression and fear of annihilation implicit in current deportation laws and their impact on American children of non- American born, Hispanic parents*. Paper presentation, PIDOP Conference, European Commission Research Area, Bologna, Italy.

INVITED PRESENTATIONS AND WORKSHOPS

- Berkshire AHEC, MA** (Jan.-April, 2026). 60 Hours, Fundamentals of Medical Interpreting Training.
- Smith College, School for Social Work**, Northampton, MA (July, 2024). A Social, Political and Historical Approach to Social Processes and Clinical Practice.
- Paving the Way to Health Care Access Conference 2024**, Boston, MA (May, 2024). Mental Health Track: Integrative Health and Immigrant Communities.
- New England Translators Association, NETA**, Boston, MA (January, 2023). Mental Health Treatment: Trauma and Implications for the Medical Interpreting Process.
- Paving the Way to Health Care Access Conference 2022**, Virtual Conference (June, 2022). Mental Health Track: Integrative Health and Immigrant Communities.
- Mount Holyoke Counseling Service**, Mount Holyoke College, South Hadley, MA (August, 2021). Integrated Sociopolitical and Psychological Social Justice Framework.
- Cambridge Health Alliance**, Boston, MA (January, 2020). Race, Ethnicity and Culture in the Clinical Relationship: An Integrated Sociopolitical and Psychological Clinical Practice Approach.
- Berkshire AHEC**, Springfield, MA (May, 2019). Cultural Competence: Immigration, Acculturation and Implications for Social Identity.
- New England Translators Association, NETA**, Boston, MA (March, 2019). Mental Health Treatment: Trauma and Implications for the Medical Interpreting Process.
- Brooks Seminar: Five College Seminar**, South Hadley, MA (January, 2019). Race, Ethnicity and Culture in the Clinical Relationship: An Integrated Sociopolitical and Psychological Clinical Practice Approach.
- University of Connecticut, Field Education, Social Work Conference**, Hartford, CT (April, 2018). Difficult Conversations in Social Work Education and Practice: The Structurally Informed Clinical Field Education Model and the Critical Conversations Model.
- Amherst Center for Counseling and Psychological Health, University of Massachusetts**, Amherst, MA (January, 2018). Integrated Sociopolitical and Psychological Social Justice Framework.
- Department of Children and Families, Leadership Forum** Marlborough, MA (December, 2017). Sociopolitical Context: Implications for Social Work Practice with Racially, Ethnically and Culturally Diverse Children: Immigrant and Refugee Families.
- Westfield State University**, Westfield, MA:
- Spring Clinical Conference** (March, 2018). Identity Matters: Talking about Race, Gender and “Other Difficult Topics” in Supervision.
 - Lecture Series** (April 2015). White Nativism, immigration policy, and self-fulfilling prophecies: Is the problem of assimilation and integration myth or reality?
 - Spring Clinical Conference** (March 2015). Failure to mourn “White Nativism”: Impact of deportation on Hispanic-American born children and mixed status.
- Amherst College, Counseling Service**, In-Service, Amherst, MA (January, May, 2017). Cultural Competent Assessments in College Mental Health.

WORKSHOPS, SEMINARS, SYMPOSIA LEADERSHIP

- International Society of Political Psychology**, Annual ISPP Convention, Santiago, Chile. (July, 2024). Chair and Discussant/Facilitator, *Session 90, Belonging, Nationalism and Memory*.

WORKSHOPS, SEMINARS, SYMPOSIA ATTENDED

Council on Social Work Education, CSWE, Annual Program Meeting, Denver, CO. (2025).
International Society of Political Psychology, Annual ISPP Convention, Santiago, Chile. (2024).
Deepening Clinical Practice Conference, Smith College, Northampton, MA. (2024).
Council on Social Work Education, CSWE, Annual Program Meeting, Atlanta, GA. (2023).
International Society of Political Psychology, Annual ISPP Convention, Athens, Greece. (2022).
Council on Social Work Education, CSWE, Annual Program Meeting. (2022).
Council on Social Work Education, Annual Program Meeting. (2020).
Society for Social Work and Research Conference, SSWR, Washington D. C. (January, 2020).
Council on Social Work Education, Annual Program Meeting, Denver, CO. (2019).
2019 Latino Social Work Organization, LSWO, Chicago Conference. (September, 2019).
Council on Social Work Education, Annual Program Meeting, Orlando, FL. (November, 2018)
2018 Latino Social Work Organization, LSWO, Chicago Conference. (October, 2018)
International Society of Political Psychology, Annual Meeting, San Antonio, TX. (July, 2018)
Council on Social Work Education, Annual Meeting, Dallas, TX. (October, 2017).
International Society of Political Psychology, Annual Meeting, Warsaw, Poland. (July, 2016).
International Society of Political Psychology, Annual Meeting, Istanbul, Turkey. (July, 2011)
PIDOP Conference, European Commission Research Area, Bologna, Italy. (May, 2011).

RESEARCH

My research area is in political psychology, with a focus on American immigration policy, immigrant integration, and contemporary rising sociopolitical ideologies in Europe and the United States--nationalism, nativism, populism, and white power groups discourse. In 2011, I began to work on an integrated sociopolitical and psychological analysis model, the ISPA model, which I first applied to the analysis of white nativism in the United States, and its effects on American immigration policy, with a particular focus on the Latinx immigrant community and on their American born children.

Since 2011 I have continued to work on the theoretical framework of the ISPA model, conducting further research which led to my first book publication, *White nativism, ethnic identity, and US immigration policy reforms: American citizenship and children in mixed status, Hispanic families* (Routledge, 2018). Between 2020 and 2023 my research has focused on the application of the ISPA model to the analysis of rising contemporary political ideologies, such as nationalism, nativism and populism in Europe and the United States, and their implications for societal polarization, and immigration, refugee and asylum policy in Europe and the United States. This research led to my second book publication, *Psychological borders in Europe and the United States: Nationalism, nativism and populism*. This most recent book applies the ISPA model to the study of national identity, nationalist and/or nativist populism, and unresolved collective, historical traumas—such as Spanish fascism—in Spain, France, and the United States.

I have also applied the ISPA model to clinical social work practice, to improve the assessment and treatment of interpersonal and structural trauma, while centering the effects of internalized oppression on mental health. This work was published in leading social work journals, such as the *Clinical Social Work Journal*, and the *Journal of Social Work Education*, and will also appear in my forthcoming book, *Clinical Social Work Practice: The Integrated Sociopolitical and Psychological Analysis (ISPA) Model* (Routledge, 2026). These publications highlight the psychological effects of European and American

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contemporary, identity-driven sociopolitical ideologies on internally oppressed communities, refugees, and asylum seekers.

Lastly, the usefulness of the ISPA model as a pedagogical approach to the teaching of diversity and social justice in MSW programs, has been shown in additional publications, based on my direct experience as a professor of diversity and social justice and social welfare policy at the MSW level. Herein I include a summary of my research work to date.

Social Cohesion, Immigrant Integration, and Acculturation – U.S.–Germany Comparative Research (2026–present). This study examines how immigrant groups in the United States and Germany define and experience social cohesion, integration, and acculturation, centering their lived experiences within contemporary sociopolitical contexts. Conducted in collaboration with Dr. Aydin Bayad, Universität Bielefeld, Department of Conflict and Violence, Germany, the project uses a cross-national, qualitative design grounded in the Integrated Sociopolitical and Psychological Analysis (ISPA) model to explore how macro-level forces—such as nationalism, populism, nativism, and unresolved historical traumas—shape individual processes of identity, belonging, and adaptation.

The research builds on over a decade of scholarship at the intersection of political psychology, immigration policy, and sociopolitical ideology. Prior work has examined white nativism in the United States and its impact on Latinx immigrant communities, as well as how collective traumas—such as the legacy of Spanish fascism—continue to influence contemporary refugee and asylum policies across Europe and the U.S. This study extends that foundation by shifting focus from macro-level dynamics to how these forces are experienced and navigated by immigrants themselves.

Political Psychology and the Inclusion of Political Material in Clinical Practice (2026–present). This study examines the role of political psychology and the inclusion of political material within clinical social work practice, exploring how clinicians navigate sociopolitical dynamics with clients in increasingly disruptive times. Conducted in collaboration with Dr. Annemarie Gockel and Dr. Peggy O'Neill, Smith College School for Social Work, Massachusetts, the qualitative pilot study was part of a joint workshop presentation, *Political Content and Processes in Clinical Practice: Collaborative Exploration of Sociopolitical Dynamics in Clinical Practice in Disruptive Times*, delivered at Smith College's Deepening Clinical Practice Conference in Northampton, MA, on July 31, 2026.

The research extends the application of the Integrated Sociopolitical and Psychological Analysis (ISPA) model to clinical practice, building on the co-edited special issue of the *Clinical Social Work Journal* and a forthcoming co-authored article with Dr. Gockel and Dr. O'Neill. The pilot study is anticipated to generate multiple publications and conference presentations and to expand into a national study.

Psychological Borders in Europe and the United States: Nationalism, Nativism and Populism (2020–2023). This was a critical discourse historical analysis study of primary and secondary American and European historical and contemporary literary and sociopolitical books, journals, and media to examine the rise of nationalism, nativism and populism in Europe and the United States. The study also explored the historiographic and discursive processes involved in the construction and sociopolitical mobilization of large, group identities in the United States and Europe. The research reflected a connection: 1. Between the rise of ideologies, such as nationalism, nativism and populism, and historical collective traumas; and 2. Between nationalist and nativist populism, white power groups and war.

María del Mar Fariña

Ethnic, racial, and intergroup conflict, and the role of immigration and asylum policy in maintaining, changing, and transforming existing collective identities were central themes in the historiographic and critical discourse historical analysis of primary and secondary resources pertaining to Europe (France, Spain, Netherlands, Germany, Russia, and Ukraine) and the United States. The study was expanded and published as a monograph by Rowman and Littlefield/Lexington Books in 2023 and Bloomsbury Publishing in 2026 (See Publications).

Secondary study of the Children of Immigrants Longitudinal Study, CILS, (Portes & Rumbaut, 1991-2006) (Farina, 2015). Secondary research study and dissertation were expanded into a book, published by Routledge in 2018 (See Publications). The secondary study examined the longitudinal adaptation processes of American born children of Mexican immigrant parents between 1991 and 2003. It specifically examined how micro and macro sociopolitical white nativism, present in American deportation reform policies enacted since 1996, affected the ethnic identity, acculturation process, and sense of national belonging of American born children of Mexican immigrant parents.

Perceived Sociopolitical White Nativism and Adaptation Process of Hispanic Children of Immigrant Parents Westfield State University (2018). This study built on the secondary study of the Children of Immigrants Longitudinal Study (Farina, 2015). The study sought to develop a better measure of Perceived Sociopolitical White Nativism, to replicate the secondary study of the CILS, using current, original data.

Smith College, Institutional Research Center, Northampton, MA (September 2009 - May 2010). Mixed method, quasi-experimental research study aimed at exploring issues impacting the retention of students of color at the undergraduate level.

COMMUNITY SERVICE

Area Health Education Center (AHEC)

Springfield, MA (2006–present)

Instructor/Trainer, Medical Interpreting Certificate Program

Develop and implement trainings on mental health and cross-cultural competency as part of AHEC's medical interpreting certificate program. Collaboration expanded to include local and statewide workshops on trauma and its effects on medical interpreters—provided under reduced or pro-bono arrangement.

Develop and facilitate workshops on immigration, acculturation, and implications for medical interpreting—offered most recently in 2026; collaboration improved access to mental health services for immigrant and refugee communities in Massachusetts.

Private Practice

Holyoke/Longmeadow, MA (2002–present)

Provide free and pro bono individual, family, and couples therapy across Massachusetts, Connecticut, and New York to clients unable to afford care, expanding access to bilingual (Spanish/English) and multicultural mental health care.

Provide mental health services to MassHealth and Medicare clients to ensure equitable access to mental health care, particularly for Latine, immigrant, and refugee communities.

Conduct free forensic asylum psychological evaluations.

María del Mar Fariña

Justice Center of Southeast Massachusetts

Brockton, MA (2024–present)

Volunteer

Volunteer at the Justice Center of Southeast Massachusetts, providing free forensic asylum psychological evaluations and serving as an immigration expert witness in support of asylum, U-visa, and T-visa cases.

Vagelos College of Physicians and Surgeons

New York, NY (2023–present)

Human Rights Initiative, Columbia University

National Forensic Asylum Psychological Evaluator, Volunteer

Conduct pro-bono forensic asylum psychological evaluations through the Asylum Clinic.

PROFESSIONAL MEMBERSHIPS

Columbia Human Rights Initiative & Asylum Clinic, CHRIA—volunteer.

Physicians for Human Rights—volunteer.

International Society of Political Psychology, ISPP.

Council of Social Work Education, CSWE.

National Association of Social Work, NASW.

American Psychological Association, APA.