

## 26102 - Economics Applied to Social Work

### Syllabus Information

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**Academic Year:** 2020/21

**Subject:** 26102 - Economics Applied to Social Work

**Faculty / School:** 108 - Facultad de Ciencias Sociales y del Trabajo

**Degree:** 274 - Degree in Social Work

**ECTS:** 6.0

**Year:** 1

**Semester:** First semester

**Subject Type:** Basic Education

**Module:** ---

## 1.General information

### 1.1.Aims of the course

The subject and its expected results respond to the following approaches and objectives

The main objective of this subject is for the Social Work student to become familiar with the habits of the economic reasoning and acquire a set of basic knowledge that allows you to identify, understand and value the economic dimension of different situations related to your future professional activity or your perception everyday of the world.

This general objective can be broken down into three partial objectives:

- Getting students to learn to use economic language correctly and accurately
- Make students understand that economic phenomena are part of a complex whole, in the
- that each of the parts that compose it is related to the reality that surrounds them
- When facing and interpreting different situations, students are able to apply the concepts and economic principles

### 1.2.Context and importance of this course in the degree

The subject provides the conceptual and methodological aspects of economic science based on the interpretation of phenomena in terms of relative scarcity and the need to choose. Using this alternative formula to understand and analyze the world around us the Social Work student expands his understanding of the structures and social processes, social change and human behavior. In addition, with this subject, the future social worker acquires a very useful tool for making well-founded decisions about needs, circumstances, risks, preferred options and resources of individuals, families, groups and organizations.

### 1.3.Recommendations to take this course

Students have to face the subject ready to be constant in their study tasks. In this matter, In addition to carrying out exercises and theoretical-practical questions, comments will be made on economic texts and discussions of cases drawn from economic reality in which the theoretical concepts seen in class.

For this reason, it is recommended that students get involved and participate in the development of the subject with a critical spirit. and thoughtful. In this framework, in order to achieve a high degree of achievement, regular attendance and active participation of students in the various work sessions (theoretical and practical), as well as availability for study and self-employment.

## 2.Learning goals

### 2.1.Competences

Upon passing the subject, the student will be more competent to ...

- Develop arguments to justify and criticize economic actions in a decision-making context interdisciplinary
- Indicate and order the economic aspects that affect the social structures and processes of the profession of social worker
- Prepare proposals for action, explaining and evaluating their economic implications

## 2.2.Learning goals

The student, to pass this subject, must demonstrate the following results ...

- List, define and differentiate the basic concepts of the economy (economic activity and markets, growth and sustainable economic development, inflation, unemployment, labor market, social and economic inequality, exclusion social, poverty, welfare state, tax system, economic policy, etc ...)
- Identify and examine concrete situations that can be interpreted in economic terms (especially those that affect the structures and social processes of the profession of social worker), synthesizing its main components
- Classify, analyze and use economic instruments in decision-making that affect individuals or groups social, examining their needs and available resources.
- Assess and analyze the economic dimension of the intervention of the Public Sector, as well as recognize and evaluate the effects of public actions in the economic field on the social and institutional context in which individuals live
- Discover, classify and synthesize the economic concepts contained in texts and technical reports and prepare works in the development of economic concepts and arguments in a clear and precise way

## 2.3.Importance of learning goals

The profound socioeconomic changes that are taking place, both locally and globally, as well as the economic policy actions that are being implemented in response to these changes require that social professions, among which is Social Work, have the necessary tools that allow better understanding of these changes and adaptation to new realities. Thus, to the areas of intervention traditional Social Work (health, social

services, etc.), already endowed with a clear economic dimension, have been I have been adding new areas (mediation, development cooperation, etc.) in which the economic dimension has a outstanding relevance. Therefore, improving and expanding the knowledge that these professionals have of the processes economic, as well as familiarize them with the habits of economic reasoning is a fundamental task for the Future social workers can competently carry out their professional tasks.

## 3.Assessment (1st and 2nd call)

### 3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

The student must demonstrate that he / she has achieved the expected learning results through the following evaluation activities

The student who regularly attends the learning activities proposed by the teacher must develop:

An objective test type test to evaluate the basic and fundamental contents of the subject developed in Type 1 activities-hours and an objective test of short questions (open-ended, multiple-choice questions, etc.) to evaluate the contents developed in the Type 2 teaching activity corresponding to the formulation, analysis and debate of problems or exercises raised in relation to the Type 1 content, to be carried out on the date indicated by the teacher.

**A group work corresponding to the activities-hours Type 6 that will be carried out within the period of specific teaching of the subject.**

**The final grade will consist of the average of the grades obtained in each of the different activities teachers, taking into account the following weighting criteria:**

**50% Type 1 teaching activity**

**25% Type 2 teaching activity**

**25% Type 6 teaching activity**

**To be able to make this average it will be mandatory to have achieved in each of the parts a minimum qualification established by the teacher.**

## **ASSESSMENT CRITERIA**

### **Test type tests:**

**The relationship between successes, errors, and omissions in order to obtain the final grade in this type of tests is they will specify at the beginning of the teaching period**

### **Oral / written tests:**

**The mere attendance, the simple presentation of tasks, or the effort invested will not be valued, but the degree of achievement achieved based on the following criteria:**

- Accuracy and precisión.**
- Mastery and proper use of concepts.**
- Knowledge on the subject.**
  
- Analysis and coherence**
- The capacity for synthesis and relationship**
- Writing and spelling**
- The expository capacity, discarding generalizations.**
- Document handling.**
- The capacity for reasoning and organized expression of ideas.**

The student who does not regularly attend the learning activities proposed by the teacher, must take a written, face-to-face test, on the date established by the exam calendar of the Faculty of Social Sciences and the Job. Said test, of a theoretical-practical nature, will be based on the contents of the subject program.

The Evaluation in 2nd Call will consist of an objective test of short questions to evaluate the contents developed in Type 1 and Type 2 teaching activities. The grade obtained in the test that values the Type 6 activities for those students who will present supervised work during the teaching period

In accordance with article 30 of the Learning Assessment Standards regulation, the use of any practice irregular in the realization of the different exercises and / or tests will suppose a qualification of suspense in the exercise or corresponding test.

## **4.Methodology, learning tasks, syllabus and resources**

### **4.1.Methodological overview**

**The learning process that has been designed for this subject is based on the following:**

**1.- Large group sessions. In them the teacher will explain the basic economic concepts and notions that to understand the role and importance of economics for understanding reality, its relationship with areas of action of Social Work, etc. In these classes the teacher will ask the students direct questions to capture the degree of understanding reached. Students must complement the explanations with the texts indicated in the bibliography by subject available in the ADD.**

2.- Small group sessions. In them, the teacher will discuss with students about different assumptions and theoretical-practical cases related to the concepts previously seen in the large group sessions. In addition to solving specific problems, students will discuss the relationship existing between certain theoretical concepts and some current or extracted economic events of the Economic history. In this way, it is about the student becoming aware of the existing connection between the theoretical contents of the subject and the real world.

3.- Supervision sessions of supervised works. These sessions may be of two types: group or individual. In the group sessions, the teacher will jointly convene the students of each small group in order to give them general indications on the performance of supervised work (work plan, relevant bibliography, etc.).

In the individual sessions the students will come to clarify those concepts and reasonings of the text of reference that is beyond their understanding, as well as to periodically discuss with the teacher the questions related to the work that comes to them throughout the elaboration process.

#### 4.2.Learning tasks

The program offered to the student to help him achieve the expected results includes the following activities...

Large group sessions: one weekly session of 2h. duration.

The training activities to be carried out in these sessions will be

1- Commentary and discussion by students of the concepts presented by the teacher. 2-

Presentation of theoretical concepts by the teacher.

Small group sessions: one weekly session of 1h. duration for each subgroup. The training activities to be carried out in these sessions will be:

1.- Problem solving and practical theoretical questions

2.- Commentary on economic texts selected by the teacher

3.- Discussion and analysis of economic news proposed by the teacher and / or by the students themselves

4.- Discussions between groups of students about economic issues moderated by the teacher

Supervision of supervised works: two collective seminars and one hour per week for each subgroup.

The training activities to be carried out in these sessions will be:

1.- Collective seminars in which the head will establish the general guidelines to follow in the different phases of preparation of supervised works

2.- Individual sessions for each subgroup in which the teacher will supervise the work, guide the students and He will discuss with them those questions related to supervised work that arise.

#### 4.3.Syllabus

Didactic unit 1.- THE ECONOMY

1.1.- Concept of Economy. The methodological process in the economy 1.2.- The different branches of the Economy

Didactic unit 2.- FUNDAMENTALS OF MICROECONOMICS

2.1.- Demand, supply and prices: basic concepts 2.2.- Market structures

Didactic unit 3.- THE ECONOMIC CONDUCT OF THE STATE

3.1.- The economic functions of the State

3.2.- The limitations of public intervention: the failures of the State

Didactic unit 4.- GROWTH AND ECONOMIC DEVELOPMENT

3.1.- Economic growth: Concept and measurement

3.2.- Economic development: Main indicators of economic development.

**Didactic unit 5.- THE REDISTRIBUTION OF THE RENT**

**5.1.- Economic inequality. Indicators of the degree of income distribution 5.2.- Fiscal policy.**

**Didactic unit 6.- UNEMPLOYMENT**

**6.1.- Unemployment: Indicators and economic effects 6.2.- Labor market policies: Objectives and instruments.**

**Didactic unit 7.- INFLATION**

**7.1.- Inflation: Indicators and economic effects 7.2.- Monetary policy: objectives and instruments**

**4.4.Course planning and calendar**

**The specific schedule of the subject will be published in a timely manner by the center on its website**

**4.5.Bibliography and recommended resources**