



SERVIÇO PÚBLICO FEDERAL
UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE DESPORTOS
PROGRAMA DE PÓS-GRADUAÇÃO EM EDUCAÇÃO FÍSICA
CAMPUS REITOR JOÃO DAVID FERREIRA LIMA - TRINDADE - CEP 88040-970 - FLORIANÓPOLIS / SC
TELEFONE +55 (48) 3721-4774
ppgef@contato.ufsc.br | ppgef.ufsc.br

TEACHING PLAN

1. IDENTIFICATION:

Course: Advanced studies in physical activity related to health (*Estudos Avançados em Atividade Física Relacionada à Saúde*)

Code: DEF410063

Number of credits: 02 Credits

Total course workload: 30 hours/class

Level: Masters and PhD

Professor: Diego Augusto Santos Silva, PhD (e-mail: diego.augusto@ufsc.br)

Visiting Professors: Eun-Young Lee, PhD (Associate Professor - Queen`s University, School of Kinesiology and Health Studies, Kingston, Canada).

2. SYLLABUS:

Conceptual approach to emerging topics, presented by international researchers invited by the Program, in the field of Health-Related Physical Activity.

3. OBJECTIVES:

Reflect and discuss the conceptual approaches to social and contextual determinants and global health in the field of Health-Related Physical Activity.

4. CONTENT:

- Climate change, human behavior, and health-related physical activity.
- Intersectionality and physical activity.
- Outdoor play as a solution to global challenges.



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5. TEACHING STRATEGIES

The entire course will be conducted in English.

The course will be conducted through lecturing, practical sessions, and discussions with students and professors.

The students and the professor responsible for the course (Dr. Diego Augusto Santos Silva) will attend in person at UFSC's facilities. Remote, online participation by students will not be permitted.

Professor Dr. Eun-Young Lee's participation will be remote, online, and in real-time.

6. ASSESSMENT

1) Progressive and daily assessment, based on the student's engagement in classroom discussions (10% of the final grade) and performance in daily in-class exercises (90% of the final grade).

1.1) Classroom discussions (10% of the final grade):

- Students are encouraged to ask questions and articulate their viewpoints with theoretical support regarding the topics covered in class.

1.2) Daily exercises (90% of the final grade):

- Daily exercises will be conducted during the final part of the class, within the classroom, and will last up to 60 minutes.

- These exercises will include questions related to the scientific articles listed in the course syllabus. Students must complete them without consulting any materials, meaning they are expected to study the assigned articles beforehand.

- Exercises may be answered individually or in pairs but without access to printed or digital materials.

- The daily exercises will take place on: March 18 (30% of the final grade); March 19 (30% of the final grade) and; March 20 (30% of the final grade).

2) There will be four in-person meetings, and 75% attendance for these meetings corresponds to three meetings. A student who is absent for more than 75% of the time will be considered as having insufficient attendance in the course.



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7. SCHEDULE OF CLASSES

- March 17th (Monday): 16:00h – 18:00h (Location: PPGEF/UFSC Auditorium)*.
- March 18th (Tuesday): 08:00h – 12:00h (Location: PPGEF/UFSC Auditorium).
- March 19th (Wednesday): 08:00h – 12:00h (Location: PPGEF/UFSC Auditorium).
- March 20th (Thursday): 08:00h – 12:00h (Location: PPGEF/UFSC).

*Monday's class will take place in the same venue as the PPGEF/UFSC Meeting and will count toward attendance for students enrolled in this course.

8. BIBLIOGRAPHY:

Climate change, human behavior, and health-related physical activity

1. Lee E-Y, Park S, Lee M et al. Exploring the interplay between climate change, 24-hour movement behavior, and health: A systematic review. *J Phys Act Health (Special issue: Physical Activity as a Necessary Solution to Current Global Health Challenges)*. doi: <https://doi.org/10.1123/jpah.2023-0637>
2. Lee E-Y, Abi Nader P, Aubert S at al. Economic freedom, climate culpability, and physical activity indicators among children and adolescents: Report Card grades from the Global Matrix 4.0. *J Phys Act Health*. 2022;19(11):745-757. Doi: <https://doi.org/10.1123/jpah.2022-0342>
3. Lee E-Y, Masuda J. The 'freedom' to pollute? An ecological analysis of neoliberal capitalist ideology, climate culpability, lifestyle factors, and population health risk in 124 countries. *Canad J Public Health*. 2021;112:877-887. Doi: <https://doi.org/10.17269/s41997-021-00530-7>
4. Lee E-Y, S Park, Vanderloo LM, et al. The political landscape of physical (in)activity and climate change in Canada's social climate. *J Public Health Policy*. Under review.
5. Jung E, Shin H, Lee E-Y. Umbrella review on the relationship between behavioural and social factors and exposure to air pollution. (Work in progress).

Intersectionality and physical activity

6. Lee E-Y, Khan A, Vanderloo, LM et al. Are experiences of discrimination associated with perspectives on the social climate of physical (in)activity in Canada. *J Phys Act Health*. <https://doi.org/10.1123/jpah.2024-0367>.
7. Ricardo L, Smith AD, Hesketh KR, et al. Cross-sectional associations of gender identity and sexual orientation, with co-occurrence and clustering of health-related behaviors among British adolescents: Millennium Cohort Study. *Prev Med*. 2024;186:108084. doi: <https://doi.org/10.1016/j.ypmed.2024.108084>
8. Lee E-Y, Airton L, Jung E, et al. Development and validation of the SAFE (Socially Ascribed Intersectional Identities for Equity) Questionnaire. *Acta Psychol*. 2024;245:104235. doi: <https://doi.org/10.1016/j.actpsy.2024.104235>
9. Lim H, Jung E, Jodoin K, Du X, Airton L, Lee E-Y. Operationalization of intersectionality in physical activity and sport research: A systematic scoping review. *SSM-Population Health*. 2021;14:100808. Doi: <https://doi.org/10.1016/j.ssmph.2021.100808>

Outdoor play as a solution to global challenges

10. AOP10 project: <https://www.outdoorplaycanada.ca/>



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11. Lee E-Y, Tremblay MS. Unmasking the political power of physical activity research: Harnessing the "apolitical-ness" as a catalyst for addressing the challenges of our time. *J Phys Act Health*. 2023;20(10):897-899. Doi: <https://doi.org/10.1123/jpah.2023-0280>
12. Lee E-Y, de Lannoy L, Li L et al. Play, Learn, and Teach Outdoors Network (PLaTO-Net): International consensus on terminology, taxonomy, and ontology. *Int J Behav Nutr Phys Act*. 2022;19:66. Doi: <https://doi.org/10.1186/s12966-022-01294-0>
13. Lee E-Y, Bains A, Hunter S et al. Systematic review of the correlates of outdoor play and time among children aged 3-12 years. *Int J Behav Nutr Phys Act*. 2021;18:41. Doi: <https://doi.org/10.1186/s12966-021-01097-9>