



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 Theory and Pedagogical Practice in Physical Education (Estudos Avançados em Teoria e Prática Pedagógica em Educação Física)

**Code:** DEF 410070

**Number of Credits:** 02 Theoretical Credits

**Workload:** 30 hours/class

**Level:** Master and Doctorate

**Professor:** Michel Milistetd

**Invited Professors:**

Don Vinson (University of Worcester)

Dany MacDonald (Prince Edward Island University)

Martin Camiré (University of Ottawa - Canada)

### **2. SYLLABUS**

Conceptual approach to emerging topics, presented by international researchers invited by the Program, in the field of Theory and Pedagogical Practice in Physical Education.

### **3. OBJECTIVES**

Reflect on and discuss the conceptual perspective of sports coaching in the 21st century, along with its implications for research and practice towards innovation in Physical Education area.

### **4. CONTENT**

- The nature of sport coaching and the role of coaches on youth development
- Debate coach learning and professional development
- Reflect the challenges of sport coaching on 21<sup>st</sup> century

### **5. TEACHING STRATEGIES**

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

### **6. ASSESSMENT**



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Classes activities..... (4,0)

Final Report..... (6,0)

#### 7. SCHEDULE OF CLASSES

April 10<sup>th</sup>, 2025 (Thursday): 09.00 – 13.00 (Don Vinson)

April 11<sup>th</sup>, 2025 (Friday): 09.00 – 13.00 (Don Vinson)

April 14<sup>th</sup>, 2025 (Monday): 09.00 – 12.00 / 14.00 – 17.00 (Dany MacDonald & Martin Camiré)

April 15<sup>th</sup>, 2025 (Tuesday): 14.00 – 19.00 (V SIDPJE) – Sesc Cacupé

#### 8. REFERENCES

- Bishop, E., Camiré, M., & Strachan, L. (2024). Normative versus transformative coaching approaches: Profiling the social justice activism and allyship of Canadian high school sport coaches. *Journal of Applied Sport Psychology*, 1-20.
- Bruner, M., McLaren, C., Sutcliffe, J., Gardner, L., & Vella, S. (2022) Conceptualizing and measuring positive youth development in sport: A scoping review. *International Review of Sport and Exercise Psychology*. Advance online publication.
- Camiré, M. (2022). Proposing an ontological shift from intervention to intravention in sport and exercise psychology. *Psychology of Sport and Exercise*, 64(1), 1-10.  
<https://doi.org/10.1016/j.psychsport.2022.102342>.
- Camiré, M. (2023c). Assemblage Thinking as Attunement to Race, Gender, and Sexuality in Youth Sport Research. *Journal of Sport and Social Issues*, 47(1), 56–74.
- Santos, F., Newman, T. J., Vella, S., Camiré, M., Rathwell, S., Strachan, L., ... & Milistetd, M. (2024). Promoting Positive Mental Health in Portuguese and Brazilian Youth Sport: The Roles and Responsibilities of Policymakers, Coaches, and Coach Developers. *International Sport Coaching Journal*, 1(aop), 1-10.
- Simpson, H. J., Edwards, C., Vinson, D., & Cale, A. (2024). “You can stay now, you are trusted”: navigating qualitative fieldwork in sport coaching. *Sports Coaching Review*, 1-23



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- Qi, S., Hua, F., Zhou, Z., & Shek, D. (2020). Trends of positive youth development publications (1995–2020): A scientometric review. *Applied Research in Quality of Life*, 17(1), 421-446.
- Vinson, D., Navin, A., Lamont, A., Turnnidge, J., and Côté, J. (2023) Understanding the leadership and environmental mechanisms in a Super League netball club. *The Sport Psychologist*, 37(2), 106-118. <https://doi.org/10.1123/tsp.2022-0104>
- Vinson, D., Simpson, H.-J., and Cale, A. (2023) ‘I felt I’d lost myself – not really knowing who I was’: Coach Developer learning as negotiating identity through engagement, imagination and alignment. *Sport, Education & Society*, 28(5), 536-552.