Of your FSN 315 grade, 28% will be based on a significant project. You have 2 options:

**OPTION #1: A Community Service-Learning Based Project.** This requires 12 hours of community service plus a paper with background from the published literature and a summary of your experience. The 12 hours generally is in addition to any preparation time needed (e.g., you might design a simple activity to be conducted at an adult day care center). The community service project possibilities are summarized in the tables on the last pages of this handout. In addition, here are some general guidelines and ground rules:

- The community service component of the project will be coordinated by The Community Center on campus.
- You must read, agree to, and sign the dress and behavior code form (bright orange).
- You MUST attend class on Tuesday January 10 to sign up with your agency of choice. There should be enough total spots available, although it is likely that a given agency might “fill” – so have a second choice agency in mind.
- You MUST contact your chosen agency at the very latest by the end of the 3rd week of classes (January 20) to make arrangements. Failure to do so means that you will forfeit the opportunity to do a community service project and you MUST choose option 2 described below.
- All projects will involve 12 hours of service, plus a 5-page paper. It is possible (and sometimes even necessary) to work in pairs for the activities, but the papers MUST be written individually. The papers should include a background section on the agency and population. The background should include AT LEAST THREE literature citations from professional literature putting the issues in a national perspective; these do not have to be original research papers. The referencing format should follow the American Medical Association guidelines (which are followed by the Journal of the American Dietetic Association), available online at http://www.samford.edu/schools/pharmacy/dic/amaquickref.pdf. I will hand out a copy in class as well. We will talk later about how to write and organize your papers.
- If you work with the Senior Nutrition Program and interview seniors in their homes, you MUST work in pairs. Therefore, plan your schedule with a partner ASAP.
- For this 100 point project, 50 points are for completing the volunteer work and 50 points is the highest score possible for the paper.

**THIS OPTION CAN HELP YOU SEE FIRST-HAND THE CAPABILITIES AND NEEDS OF SENIORS (OFTEN WITH SOME PHYSICAL AND/OR COGNITIVE IMPAIRMENTS), ALLOWING YOU TO RELATE CLASSROOM LEARNING TO THE REAL WORLD. YOU MIGHT ALSO LEARN WHETHER WORKING WITH SENIORS IS SOMETHING YOU’D LIKE TO DO IN THE FUTURE. IN ADDITION, YOU’LL GET PRACTICE AT RESEARCHING, ORGANIZING, AND WRITING A REPORT.**
**OPTION #2: A Scientific Review Paper.** This requires an in-depth review of published professional literature on a chosen nutrition in aging topic. The specific requirements are:

1. Text must be at least 10 pages, double-spaced, 10-12 point font, no more than 1 in. margins.

2. Figures and tables must be incorporated into your paper, but add to the page requirement.

3. A minimum of 8 scientific references (usually journal articles) must be cited in the paper. At least 5 of the 8 references MUST be original research papers from scientific journals, unless the instructor makes an explicit exception.

4. The citation and referencing format should follow the American Medical Association guidelines (followed by the J. of the Am. Dietetic Assoc. and most other nutrition journals). Examples of the reference format are available online at [http://www.samford.edu/schools/pharmacy/dic/amaquickref.pdf](http://www.samford.edu/schools/pharmacy/dic/amaquickref.pdf) and will be handed out.

5. Sections of your review paper should include: 1) an abstract (this should be the very last thing you write, because it summarizes in a paragraph your whole paper; it is not included in the 10 page paper length); 2) an introduction; 3) subheadings by topic, as appropriate; 4) summary; and 5) further research needs.

6. You must pick one of the topics below related to nutrition and aging and have it approved by the instructor by the end of week 3 – January 20 – at the latest. (I might accept a different topic of your choice but you MUST get it approved. I will NOT approve vague, broad topics like “diabetes” or “heart disease”). By the end of week 5, February 2, you must have visited me during office hours and shared your detailed outline with me, as well as copies of the full references you have gathered to that point. THIS IS WORTH 10 POINTS of the 100 point total. YOU MUST SEE ME BY THURSDAY FEBRUARY 2 TO EARN THESE 10 PTS. Here are the topics (you can make them even more narrow if you like):

   - Effectiveness of nutrition screening (such as DETERMINE checklist, MNA, or other tool) in improving health of seniors
   - Diet and immunity in the elderly (focus on a specific nutrient such as vitamin E)
   - Alzheimer’s disease and nutrition (focus either on nutrition and prevention OR on nutrition issues in Alzheimer’s patients); you could focus more narrowly on B vitamins and/or on homocysteine and prevention of AD
   - Screening for and prevention of B12 deficiency in the aging population
   - The relationship between weight & mortality/morbidity in elderly; defining overweight (or a healthy weight) in elderly
   - Relationship of diet to risk of cataracts and/or age-related macular degeneration
   - Changes in taste and smell perception with age, and implications for food choices
   - Vitamin D needs and status of older Americans
   - Ginkgo biloba supplements, dementia, and Alzheimer’s disease
   - Measuring body composition in older adults; changes in body composition with age
   - Glucosamine supplements and arthritis
   - Fluid needs in the elderly

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**THIS OPTION ALLOWS YOU TO STUDY IN-DEPTH A TOPIC OF INTEREST TO YOU. MORE IMPORTANTLY, IT HELPS YOU DEVELOP CRITICAL THINKING AND WRITING SKILLS THAT ARE IMPORTANT FOR EVALUATING AND USING NUTRITION INFORMATION.**