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**Firebird SQL Case Study Template**

This template of software case study template was prepared by Alexey Koyazin, [ikoyazin@openfirebird.com](mailto:ikoyazin@openfirebird.com)

**Thank you!**  
Thank you for your decision to create a Firebird Case Study. Every case study is important, as it helps the Firebird Project to evolve and confirms the value of open source generally and Firebird particularly.

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**How to use this template**

This template is intended to help you to create a professional high quality case study with via an easy step-by-step process. The template provides examples (fictional, but similar to real-world case studies) and also guidance on how to create a reasonable description of your project and Firebird's role within it.

If you have no experience with case studies, this guide will help you to create a case study and describe your Firebird-based solution for general public use.

You will go through several steps that are described in this template and then fill out the necessary text sections, attach appropriate graphics and write several quotes. The result will be submitted to Firebird Project Marketing and a professional designer will create the final case study document in PDF format. The final case study will be discussed with you and will be published only after approval from your side. Creating a case study usually takes approximately 1-1.5 hours. The result will be 1-1.5 pages of text with a short description of the Firebird case study.

**Psychology 4650: Seminar in Clinical Controversies and Case Study  
Spring 2015**

**Prof. Emily Fox-Kales**  
429 Nightingale Hall

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Voice-mail: (781) 643-7977

Office Hours: Mon/Wed. 4:30-5:30 and by appointment

**Course Description/Learning Goals:**

**I.** This seminar provides an opportunity to integrate clinical theory and experience—either in your co-op, internship, or counseling/volunteer work (hotline, crisis intervention center, substance abuse program, residential treatment) or research or coursework—within the larger framework of etiology, diagnosis, and treatment of specific disorders. We will build a structure within which to evaluate, critique, and clarify values around the mental health care delivery systems you encountered, as well as learn how to think about, discuss, and analyze culturally constructed attitudes about mental illness and its treatment.

Specifically we will be **researching and debating relevant issues in the field of clinical treatment**, such as controversies in diagnosis, psychopharmacology, and human rights issues in the mental health delivery system.

**II.** The second focus of the seminar is to apply theoretical understanding of clinical and abnormal psychology in the **development of a "case study"** of a patient being treated for a specific diagnosis. You will work with a partner in developing this case study and then presenting it to the class for discussion and feedback. Along the way we will be debating relevant issues in the field of clinical treatment, such as drugs vs. "talk therapy," patient/client confidentiality, and diagnosing children.

**III.** Finally, there is a semester-long **research project** during which you will select a clinical population and disorder of your choice and investigate diagnostic issues, causes, current and historical controversies and treatment modalities and outcome research, after first submitting a **proposal** for review.

**Course Requirements and Grading:**

The course is structured as a working seminar. All seminar members are thus expected to play an **active** role in class discussions and presentations. *Attendance at all class meetings is therefore essential; unexcused absences will affect your final participation grade.*

**Class Participation (30%)** Each student will research a selected clinical controversy and lead class discussion in debating its relevant ethical, clinical, and psycho-social issues.

**Clinical Case Development: (30%)** Following course guidelines, you will work in a diad to develop the format, content and presentation of a case assessment to the class.

**Final Research Project: (40%)** This is a semester-long project during which you will choose a specific clinical population and investigate the major controversies involved in its diagnosis, causal mechanisms, and treatment. In preparation for this project you will first submit a proposal and preliminary bibliography (5 scholarly sources minimum) prior to submitting your final written paper (12-15 pages including references) on the last day of class. Guidelines for both oral and written projects will be provided during the semester.

# BUSINESS RESEARCH FINAL REPORT

Marketing Research  
Prof. Jim Cox

**Guidelines:** The written report should include the following. (Use the headings and sequence listed.)

## Title Page

Should indicate the subject; date the report is prepared, for whom prepared, and by whom prepared.

## Table of Contents

A listing of contents of the report and page numbers.

### I. Executive Summary

Briefly summarize the major points of your study (four pages maximum).

This is **not** an abstract of the whole report in which everything is restated in condensed form, **neither** is it a simple restatement of the subject, **nor** a brief statement of the significant results and conclusions. An executive summary gives the high points of the entire "body of the report. A good summary contains the necessary background information, as well as the important results and conclusions. A properly written summary saves the time of busy executives without their having to sacrifice understanding. A good test of a summary is self-sufficiency: Can it stand on its own or does it collapse without the full report? This section should be written last.

### II. Introduction

The introduction provides background information the reader needs to appreciate the discussion in the body of the report. Mention should be made of your sponsor and the management problem that they are confronted with. It should give the background of the problem (for example, how and when it came into existence), the importance of the problem, the various dimensions of the problem, and whether any previous research was done which is pertinent to the specific project being reported. Unfamiliar terms or terms that are used in a specific way in the report should be defined here. Any history that would be pertinent to the problem should be mentioned (for example, history of business, industry, etc.). This section is the revised "Problem Definition" section of the Research Proposal.

There are several compelling reasons to apply for grants and fellowships in graduate school. First, funding can enable you to conduct your own independent research. Funds can also be used for travel to present at meetings, attend conferences, etc. Second, grants and fellowships are important for your c.v. and show that you are on the road to becoming a grant-active researcher. Third, there is often a natural sequence of grant activity beginning with fellowships and training opportunities, continuing during the post-doctoral phase, moving into small grants, and followed by larger research project grants. Beginning this cycle early will enable you to apply for the most appropriate funding across the different stages of your academic career. Below is an article in the APA Monitor by Lea Winerman (December, 2006).

In January, the National Institutes of Health (NIH) announced a new grant program called the "Pathway to Independence" award. The \$400 million program will provide five years of funding for 150 to 200 promising new postdoctoral researchers each year. The goal is to help the young scientists begin independent research careers. The program stems from concern among NIH officials that young researchers might be having trouble competing with established researchers for limited funding, according to NIH Deputy Director for External Research Norka Ruiz Bravo, PhD. "The worry [is] that when the budget is tight, the new investigators will have a difficult time breaking into the field," she says.

Indeed, many researchers find applying for their first independent research grant a daunting task. "It scares people because grant applications can be long and complicated, but also because they worry they'll be judged against more senior researchers," says Mitchell Prinswain, PhD, a psychology professor at the University of North Carolina, Chapel Hill and co-author of the early-career guide *The Portable Mentor: Expert Guide to a Successful Career in Psychology* (Springer, 2005). New researchers can get over that hurdle, he says, by taking advantage of the many opportunities offered to them by funders like NIH, individual universities and groups such as APA.

#### Start small

Psychologist David DiLillo, PhD, studies the long-term effects of child abuse and neglect. As a postdoctoral researcher at the University of Missouri in the late 1990s, he studied the links between people's history of childhood abuse and their later marital relationships. DiLillo began by applying for two grants offered by the university's research office. Neither grant was large by the standards of a major study—each provided about \$10,000—but together they gave him enough money to collect promising pilot data. Such funds, often doled out by university research offices, can be an excellent resource for new researchers who aren't ready to apply for larger grants from agencies like NIH, says DiLillo, who is now a professor at the University of Nebraska-Lincoln. The university grants can be less competitive, he says, and some may even be held for young researchers. "A lot of times funds like these are specifically earmarked for junior faculty because they want to help people jumpstart their research programs," DiLillo says. "They're investing in you." APA divisions and other organizations that focus on specific research interests can also provide seed money for collecting pilot data, says Prinswain. For example, APA's Div. 20 (Adult Development and Aging) offers a \$1,500 postdoctoral research grant each year, and Div. 53 (Society of Clinical Child and Adolescent Psychology) offers \$5,000 to one postdoctoral researcher each year.

#### Think big

With pilot data and other preparation in hand, it's time to start thinking of going after bigger research grants, says DiLillo. There are several programs that can ease the way for new researchers taking this next step. DiLillo's first big grant, for example, was a K award, a five-year research award from NIH that can provide up to \$50,000 per year for project expenses. There are several different types of K awards, and DiLillo's from the National Institute of Mental Health was a K01, which is a mentored grant aimed at new researchers. DiLillo is working with four mentors, each of whom provides feedback and expertise in a different area of his project, including content and statistical analysis.

Prinswain took a slightly different route. His first major grant was an R01 research grant from NIH. R01 grants are the standard NIH grants that most researchers—including more experienced ones—apply for. However, Prinswain tapped a program that allows scientists to designate themselves "new investigators" on the grant application. "Then when we're considering the grant, we can adjust our expectations for the amount of previous publications and such," Ruiz Bravo says. "Obtaining an NIH grant early in one's career serves as a record of the quality of one's research—getting a foot in the door early on is good for that reason."

A research report informs the reader completely and accurately about an investigation and its outcome without belaboring the issue. There are instances when a research report is the only source of information about a specific problem area. In psychology, research reports are written in **APA style**. The following outline is consistent with the rules of writing established in the *Publication Manual of the American Psychological Association*, 6th edition, and is in keeping with various Psychology Journals.

A complete research report includes the following:

- Title
- Abstract
- Introduction
- Method
- Results
- Discussion
- References

**Title:** The title appears on the title page with the student's name, course number, course title, and date submitted. Do not use the caption, title. The title should convey to the reader the topic that is studied. In an experimental study, this might include the independent and dependent variables. In a correlational study, the title might include predictor and criterion variables.

**Abstract:** A brief summary of the study. It includes statements about the problem, method, results and conclusions. Usually, an abstract is between 100-175 words, and it is used for indexing. The abstract is placed on the second page of the report.

**Introduction:** This section begins the body of the research report. Center the title at the top of the page. Start the introduction with a statement of the research problem. Then, cite the relevant research. The literature review provides a context and rationale for the hypothesis that is under investigation. Mainly cite primary sources. Paraphrase rather than quoting directly from the past literature and document the source by listing the authors name and year of publication in parenthesis. When documenting, you can use the name of the author in the sentence followed by the date of publication in parentheses: e.g., Donald (1994) or (Donald, 1994). The introduction section ends with a statement of the hypothesis under study together with operational definitions for the variables in the hypothesis statement.

**Method:** A description of how the study was carried out. Accuracy is important. The method section must be written with enough detail to permit replication. It is usually subdivided into the following sections:



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