OMICRON

RESEARCH * RECOVERY * INVESTIGATE

HANDBOOK

ORRI

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Omicron: "small o mikron" is an antonym of omega (constant to the end) and denotes the asymptomatic growth of a function (limiting behaviors). Its nickname stands for stealth (cautious by design in accordance with actions or movements).

Code of Ethics – Guidelines For Practice

The Code of Ethics provides a standard to assist Omicron personnel and collaborators in carrying out Omicron's mission while respecting basic principles of ethical behavior. It provides guidance to ensure that the principles of integrity, accountability, independence/impartiality, respect and professional commitment are followed at all levels of the Omicron Organization.

1. The Omicron professional shall strive to attain the highest possible standards in all aspects of Research, Recovery, and Investigation, including, but not limited to, preventive measures, Omicron, examination, documentation, treatment, research, and education.
2. All actions of the Omicron professional must be governed by an informed respect for the cultural and ethical aspects, its unique character and significance, and the Entity or Entities who created it.
3. While recognizing the rights and respectful use of Extra-Terrestrial Visitation Phenomena, the Omicron professional shall serve as an advocate for the preservation of said Research, Recovery, and Investigation.
4. The Omicron professional shall practice within the limits of personal competence, education, and experience. as well as, within the limits of the available technology, tools, and facilities.
5. While circumstances may limit the resources allocated to a particular situation, the quality of work that the Omicron professional performs shall not be compromised.
6. The Omicron professional must strive to select methods and materials that, to the best of current knowledge, do not adversely affect Extra-Terrestrial Visitation Phenomena or its future examination, scientific investigation, treatment, or function.
7. The Omicron professional shall document examination, scientific investigation, and treatment by creating permanent records and reports.
8. The Omicron professional shall recognize a responsibility for preventive measures by endeavoring to limit damage or deterioration to Extra-Terrestrial Visitation Phenomena, providing guidelines for continuing use and care, recommending appropriate environmental conditions for storage and exhibition, and encouraging proper procedures for handling, packing, and transport.
9. The Omicron professional shall act with honesty and respect in all professional relationships, seek to ensure the rights and opportunities of all individuals in the profession, and recognize the specialized knowledge of others.
10. The Omicron professional shall contribute to the evolution and growth of the profession, a field of study that encompasses physics, biological sciences, chemistry, astronomy, and of other scientific fields of study This contribution may be made by such means as

continuing development of personal skills and knowledge, sharing of information and experience with colleagues, adding to the profession's written body of knowledge, and providing and promoting educational opportunities in the field.

11. The Omicron professional shall promote an awareness and understanding of Extra-Terrestrial Visitation Phenomena through open communication with allied professionals and the public.
12. The Omicron professional shall practice in a manner that minimizes personal risks and hazards to co-workers, the public, and the environment.
13. Each Omicron professional has an obligation to promote understanding of and adherence to this Code of Ethics.

PROFESSIONAL CONDUCT

1. Conduct: Adherence to the Code of Ethics and Guidelines for Practice is a matter of personal responsibility. The Omicron professional should always be guided by the intent of this document, recognizing that specific circumstances may legitimately affect professional decisions.

2. Disclosure: In professional relationships, the Omicron professional should share complete and accurate information relating to the efficacy and value of materials and procedures. In seeking and disclosing such information, and that relating to analysis and research, the Omicron professional should recognize the importance of published information that has undergone formal peer review.

3. Laws and Regulations: The Omicron professional should be cognizant of laws and regulations that may have a bearing on professional activity. Among these laws and regulations are those concerning the rights of public and private interest, occupational health and safety, sacred and religious material, excavated objects, endangered species, human remains, and stolen property.

4. Practice: Regardless of the nature of event or deployment, the Omicron professional should follow appropriate standards for safety, security, contracts, fees, and advertising.

5. Communication: Communication between the Omicron professional and the witness, owner, custodian, or authorized agent regarding the Extra-Terrestrial Visitation Phenomena is essential to ensure an agreement that reflects shared decisions and realistic expectations.

6. Consent: The Omicron professional should act only with the consent of the witness, owner, custodian, or authorized agent. The witness, owner, custodian, or agent should be informed of any circumstances that necessitate significant deviations from the agreement. When possible, notification should be made before such changes are made.

7. Confidentiality: Except as provided in the Code of Ethics and Guidelines for Practice, the Omicron professional should consider relationships with a witness, owner, custodian, or

authorized agent as confidential. Information derived from examination, scientific investigation, or treatment of the Extra-Terrestrial Visitation Phenomena should not be published or otherwise made public without written permission.

8. Supervision: The Omicron professional is responsible for work delegated to other professionals, students, interns, volunteers, subordinates, or agents and assignees. Work should not be delegated or subcontracted unless the Omicron professional can supervise the work directly, can ensure proper supervision, or has sufficient knowledge of the practitioner to be confident of the quality of the work. When appropriate, the witness, owner, custodian, or agent should be informed if such delegation is to occur.

9. Education: Within the limits of knowledge, ability, time, and facilities, the Omicron professional is encouraged to become involved in the education of Omicron personnel or other like-minded professionals. The objectives and obligations of the parties shall be agreed upon mutually.

10. Consultation: Since no individual can be expert in every aspect of Extra-Terrestrial Visitation Phenomena, it may be appropriate to consult with colleagues or, in some instances, to refer the witness, owner, custodian, or authorized agent to a professional who is more experienced or better equipped to accomplish the required work. If the witness, owner, custodian or authorized agent requests a second opinion, this request must be respected.

11. Recommendations and References: The Omicron professional should not provide recommendations without direct knowledge of a colleague's competence and experience. Any reference to the work of others must be based on facts and personal knowledge rather than on hearsay.

12. Adverse Commentary: A Omicron professional may be required to testify in legal, regulatory, or administrative proceedings concerning allegations of unethical conduct. Testimony concerning such matters should be given at these proceedings or in connection with paragraph 13 of these Guidelines.

13. Misconduct: Allegations of unethical conduct should be reported in writing to the authorized agencies of the State in which the unethical conduct occurred. All correspondence regarding alleged unethical conduct shall be held in the strictest confidence. Violations of the Code and Guidelines that constitute unethical conduct may result in disciplinary action.

14. Conflict of Interest: The Omicron professional should avoid situations in which there is a potential for a conflict of interest that may affect the quality of work, lead to the dissemination of false information, or give the appearance of impropriety.

15. Related Professional Activities: The Omicron professional should be especially mindful of the considerable potential for conflict of interest in activities such as authentication, scientific data, or disposition of debris.

EXAMINATION AND SCIENTIFIC INVESTIGATION

16. Justification: Careful examination of Extra-Terrestrial Visitation Phenomena forms the basis for all future action by the Omicron professional. Before undertaking any examination or tests that may cause change to the Extra-Terrestrial Visitation Phenomena evidence, the Omicron professional should establish the necessity for such procedures.

17. Sampling and Testing: Prior consent must be obtained from the witness, owner, custodian, or agent before any material is removed from an Extra-Terrestrial Visitation Phenomena. Only the minimum required should be removed, and a record of removal must be made. When appropriate, the material removed should be retained.

18. Interpretation: Declarations of age, origin, or authenticity should be made only when based on sound evidence.

19. Scientific Investigation: The Omicron professional should follow accepted scientific standards and research protocols.

PREVENTIVE CONSERVATION

20. Preventive Conservation: The Omicron professional should recognize the critical importance of preventive Conservation as the most effective means of promoting the long-term preservation of Extra-Terrestrial Phenomena evidence. The Omicron professional should provide guidelines for continuing use and care, recommend appropriate environmental conditions for storage and exhibition, and encourage proper procedures for handling, packing, and transport.

TREATMENT

21. Suitability: The Omicron professional performs within a continuum of care and will rarely be the last entrusted with the conservation of Extra-Terrestrial Visitation Phenomena evidence. The Omicron professional should only recommend or undertake treatment that is judged suitable to the preservation of the aesthetic, conceptual, and physical characteristics of the Extra-Terrestrial Visitation Phenomena evidence. When nonintervention best serves to promote the preservation of the Extra-Terrestrial Visitation Phenomena evidence, it may be appropriate to recommend that no treatment be performed.

22. Materials and Methods: The Omicron professional is responsible for choosing materials and methods appropriate to the objectives of each specific treatment and consistent with currently accepted practice. The advantages of the materials and methods chosen must be balanced against their potential adverse effects on future examination, scientific investigation, treatment, and function.

DOCUMENTATION

23. Documentation: The Omicron professional has an obligation to produce and maintain accurate, complete, and permanent records of examination, sampling, scientific investigation, and treatment. When appropriate, the records should be both written and pictorial. The kind and extent of documentation may vary according to the circumstances, the nature of the object, or whether an individual object or a collection is to be documented. The purposes of such documentation are:

24. Documentation of Examination: Before any intervention, the Omicron professional should make a thorough examination of the Extra-Terrestrial Visitation Phenomena evidence and create appropriate records. These records and the reports derived from them must identify the Extra-Terrestrial Visitation Phenomena evidence and include the date of examination and the name of the examiner. They also should include, as appropriate, a description of structure, materials, condition, and pertinent history.

25. Treatment Plan: Following examination and before treatment, the Omicron professional should prepare a plan describing the course of treatment. This plan should also include the justification for and the objectives of treatment, alternative approaches, if feasible, and the potential risks. When appropriate, this plan should be submitted as a proposal to the witness, owner, custodian, or authorized agent.

26. Documentation of Treatment: During treatment, the Omicron professional should maintain dated documentation that includes a record or description of techniques or procedures involved, materials used and their composition, the nature and extent of all alterations, and any additional information revealed or otherwise ascertained. A report prepared from these records should summarize this information and provide, as necessary, recommendations for subsequent care.

27. Preservation of Documentation: Documentation is an invaluable part of the history of Extra-Terrestrial Visitation Phenomena evidence and should be produced and maintained in as permanent a manner as practicable. Copies of reports of examination and treatment must be given to the witness, owner, custodian, or authorized agent, who should be advised of the importance of maintaining these materials with the Extra-Terrestrial Visitation Phenomena evidence. Documentation is also an important part of the profession's body of knowledge. The Omicron professional should strive to preserve these records and give other professionals appropriate access to them, when access does not contravene agreements regarding confidentiality.

EMERGENCY SITUATIONS

28. Emergency Situations: Emergency situations can pose serious risks of damage to or loss of Extra-Terrestrial Visitation Phenomena evidence that may warrant immediate intervention on the part of the Omicron professional. In an emergency that threatens Extra-Terrestrial Visitation Phenomena evidence, the Omicron professional should take

all reasonable action to preserve the Extra-Terrestrial Visitation Phenomena evidence, recognizing that strict adherence to standard guidelines for practice may not be possible.

Omicron

Omicron organizes, trains, and equips Omicron personnel in order to research, recover, and investigate Extra-Terrestrial Visitation Phenomena and to provide standard practices and capabilities to interested or partnered organizations.

Introduction To Extra-terrestrial Visitation Phenomena (EVP)

Throughout history, humanity has been on the threshold of not only discovering how our existence came to be on this planet, but ultimately acknowledging the higher concepts of life in the known Universe. While we may believe the Universe is infinite in many ways, our knowledge of it will never be.

On Planet Earth, we've unfolded the miracles, mysteries, and science of life, air, water, and atmosphere, within the confines of what we can understand, but what of those biospheres outside the boundaries of Earth and what we know. It didn't take much for us to dream and speculate the range of life forms from simple Prokaryotes, to sentient forms upon our own planet, so why would we not imagine intelligent beings that may already be traversing space with advanced technologies.

Given the myriad of discussions and purported evidence, it wasn't hard to determine that a more suitable classification for all phenomena falls into the Extra-Terrestrial Visitation Phenomena (EVP) category. In simple terms, we already understand that Extra-Terrestrial means life that originates, locates, or occurs outside of Earth and its atmosphere. Furthermore, any reported or discovery either by witnessing, viewing, or physical evidence would constitute the likelihood of a visitation of some sorts or means. This designation would include the lifeforms, types of craft, devices, or means with which there is a presence, since they all signify an intended visitation has occurred.

The implications of an Extra-Terrestrial visitation are far reaching and serve to change the course of humanity on levels yet to be discovered or imagined. Clearly a period for desensitizing many societies would become a norm rather than an exception as belief systems for areas of secrecy and trust, politics, religion, and technology would certainly come under challenge.

Brief History For Determination

There is really no history that records a beginning of this phenomena. For all we know, we are the offspring of some Extra-Terrestrial colonization that occurred far, far, back in history and over time we have all forgotten that history.

This subject has been hotly debated for many decades and has only within the last decade been given any real credence or official thought as to relevance and process. Therefore, the intent of any real science-based knowledge and proof of, or gain of function, unbiased, and supported by long standing proven processes is the next logical step in achieving answers to this long- standing question: Is there life in the Universe and is it visiting Planet Earth?

Previous mindsets were centered around UFOlogy as an array of subject matter and activities associated with an interest in unidentified flying objects and considered by many in the scientific arena to be a hobby. More recently, the term UAP has come into the awareness of enthusiast of the phenomena. UAP is an abbreviation of unidentified aerial phenomenon (or phenomena), a term that refers to things observed in the sky that cannot be identified as aircraft or other known phenomena.

For many, until we have clearly defined scientific evidence or an actual alien species park on the White House lawn, our basis for our belief in the existence of Extra-Terrestrial lifeforms is currently somewhat limited and speculated on what evidence exists and the knowledge or insight gained from accepted evidence. This goes without saying that any previous speculation or collected body of evidence should have been released for public consumption and has only added to the confusion.

Having said this, it is clear and reasonable to assume that defined processes, course of actions and assumptions, relative methodologies and science need be applied moving forward.

Introduction to the Astronomers of the Universe

"The truth is out there" has never been more relevant or more important than our history of discovery within the cosmos.

Science News

Independent Journalism since 1921

A century of astronomy revealed Earth's place in the universe

By *Lisa Grossman*

July 21, 2021, 9:00 AM

Excerpts

By the end of the century, astronomers knew that the universe was dotted with billions of galaxies of all shapes and sizes. By the end of the decade, Hubble had not only shown that the

spiral nebulae were “island universes,” but also begun to classify different galaxy types and think about how they evolved over time.

In the early 1900s, astronomer Henrietta Leavitt discovered a feature of certain stars, called Cepheid variables, that helped other astronomers measure cosmic distances. Those stars ultimately helped prove that the Milky Way is just one of many galaxies.

Edwin Hubble used Leavitt’s Cepheid variable technique to measure cosmic distances, this time by finding the variable stars in the spiral nebulae themselves. Hubble started observing the Andromeda nebula, one of the brightest nebulae on the sky, in the fall of 1923. He used Mount Wilson’s 60-inch telescope and its 100-inch telescope, then the world’s largest. Over the next year or so, he studied 35 Cepheids in Andromeda and a different nebula called Triangulum. Their periods were long enough that the nebulae had to be on the order of a million light-years away for the stars to appear so faint. (We now know it’s more like 2.5 million light-years to Andromeda and 2.7 million to Triangulum.)

In the 1960s, astronomer Halton Arp proposed that researchers use the weirdest-looking galaxies as natural experiments to learn what gives a galaxy its shape. To help researchers figure out what makes a galaxy spiral, blobby or some other shape, Arp published the 1966 **Atlas of Peculiar Galaxies**, a compilation of 338 galaxies sorted by appearance.
Astronomers have hunted exoplanets with several techniques, some better than others. The earliest claimed exoplanet detections used the astrometry method, but almost none of them held up. Success came with the radial velocity method in the 1990s. But the transit method has proved most prolific.

The world was astounded when, in October 1995, Mayor and his student Didier Queloz reported strong evidence not of a brown dwarf, but of a true planet orbiting the sunlike star 51 Pegasi, about 50 light-years from our solar system. 51 Peg b, as it came to be known, launched a new era.

In March 2009, Kepler’s mission was explicitly about finding other Earths. For nearly four years, the telescope stared at 170,000 stars in a single patch of sky to catch as many transiting planets as it could. In particular, its operators were hoping for Earth-sized planets in Earthlike orbits around sunlike stars where life could conceivably exist.

The promise that transiting planets can reveal the contents of their alien atmospheres may soon be fulfilled. NASA’s James Webb Space Telescope may launch this year, after many years of delays. One of its first tasks will be to probe the atmospheres of transiting planets, including those of TRAPPIST-1.
If anything is alive on those absolutely alien, unearthly worlds, maybe the next century will bring it to light.

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EVP Scientific Study and Tier Concept

Let's begin by establishing that no Scientific Study design is perfect. Each has its own inherent advantages and disadvantages. There is a dependency and direct correlation to the types of research questions asked, practicability, resources available and the manpower for those resources, money and time, and fields of expertise. The investigator has to choose the appropriate study design which will answer the research question in the most scientific manner.

The purpose of research is generally a complicated issue because it always varies across different scientific fields and disciplines, calling upon knowledge, processes, and assumptions to lead the way. Scientific research on the other hand, involves testing hypotheses and predictions using testable and defendable data and a full battery of scientific tools and methods.

We divide Scientific Research into two broad categories: Pure Scientific Research and Applied Scientific Research. That's because, Science and Research not only have a mutual relationship between them, but they must eventually support the findings within each other. Science is applying and studying the facts of logical and diligent research through experimentations and studying of that activity in the physical or natural world, whereas, Research is systematic investigation or studying of scientific materials or evidence to establish facts and to reach new conclusions about that science.

It is our hope that scientific research brings together observations, knowledge and data to answer questions, invent solutions or develop new theories and that applied science allows individuals, industries and countries to test information by transforming abstract theories into practical learning.

The rules that govern the process of collecting and arranging the data for analysis are called research designs. They are broadly classified into "Observational" and "Experimental" study designs. In observational study design, the researcher simply observes and does not intervene in any way whereas in experimental, some kind of intervention or manipulation occurs. Furthermore, descriptive, observational study designs are useful for only generating hypothesis whereas, analytical, observational study designs are helpful for both generating and testing hypothesis. In this sense, randomized controlled trials are the Gold Standard for determining the strongest evidence for concluding causation.

The main purpose of pure scientific research is to find an explanation about why certain things happen in the natural world. In contrast, applied scientific research deals with looking for answers to specific questions that help humanity, such as medical research or environmental studies. Applied Scientific research is more focused on testing theories, as opposed to addressing abstract principles, as is the case with pure scientific research.

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The most important goal of both these forms of scientific research is to come up with explanations that describe the causes of the phenomenon. There are three prerequisites needed to determine the cause and effect of a scientific experiment: covariation of events, proper time-order sequence and the elimination of plausible alternative causes. Covariation of events means that the variables in the experiment must correlate, proper time-order sequence stipulates that the cause must precede the effect, and elimination of plausible alternative cause must occur when a controlled variable is added to the experiment.

This information leads Omicron to design and employ a system in which overlapping and supporting concepts of many variants within Science applications and Research must be engaged to investigate and derive a reasonable, defendable, and logical explanation of evidence.

A typical application of this theory involves a tier system, in which, each step is intended to disseminate between a plausible understanding or supported truth or an outlier of data. A multi-tier system lends itself to laying out the framework of principles, implementation, priorities, practices, interventions, preventive measures, assessments, documentation, data, and future studies. The general layout of the Omicron Tier System can be explained in the following manner. The inner tier represents the phenomena's key attributes to establish theory and practice. The middle tier is the intangible qualities with which to build the concepts, analysis, and assessing attributes. The outer tier is the measurable data that defines the knowledge base.

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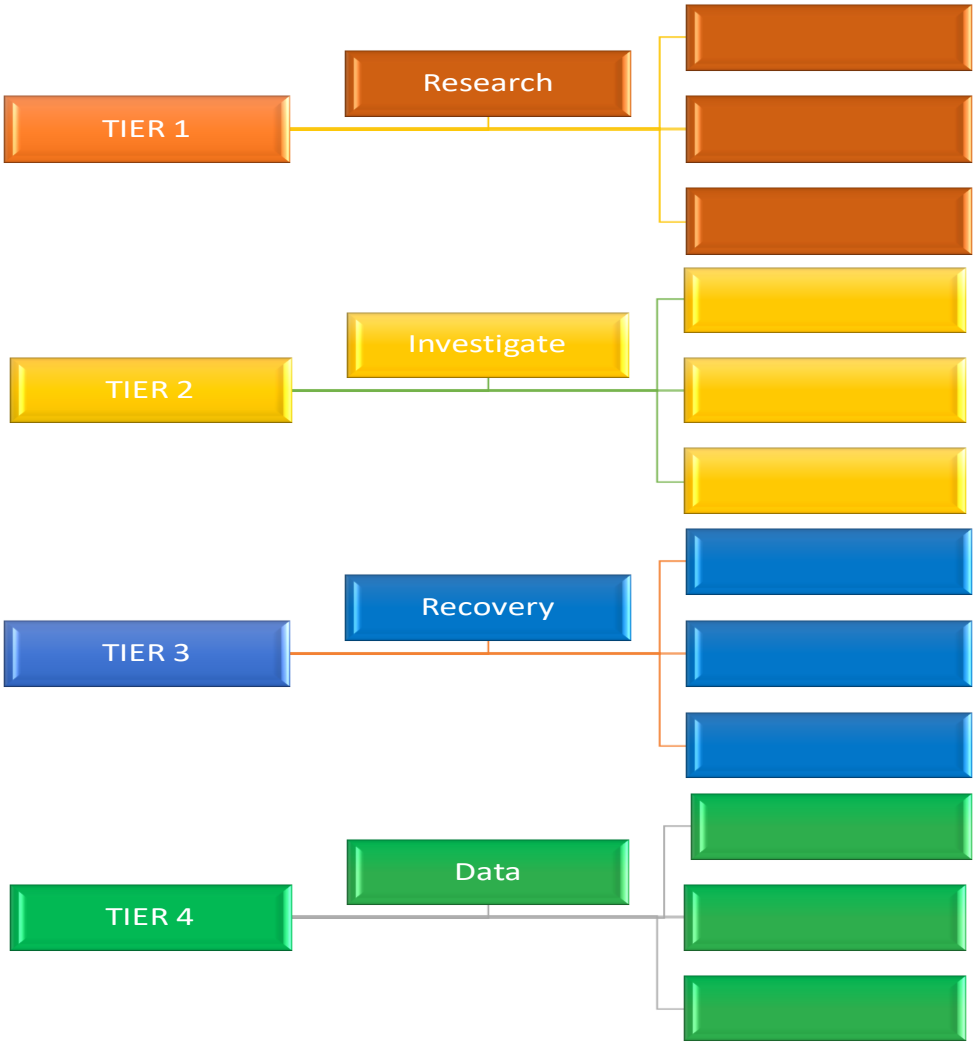

Research Outline

Research Design

The research design is the plan for the research study. This plan outlines how the study will be conducted and how the data will be analyzed.

This preplanned research design can include one or more of the following depending on the type of research that will be done:

- The timing of data collection
- The location of data collection
- Any possible extraneous variables*

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- The type of communication to be done with the subjects
- The type of intervention(s) that is /are going to be done
- The procedure that will be used to implement the intervention(s)
- Who will perform the intervention(s)

* An extraneous variable is an extra interfering variable that can affect the research study.

Sample Type

There are two types of sampling:

1. Probability sampling
2. Non probability sampling

Probability sampling is a sample where each and every person in the defined population has an equal chance of being selected for the sample. Members of the sample are then randomly selected to be a part of the research sample.

The types of probability sampling are:

- Cluster sampling
- Stratified sampling
- Systematic sampling
- Simple random sampling
- Multistage sampling

In contrast to probability sampling, non- probability sampling is a sample where only some and not all members of the population have no chance of being included in the sample and/or the final selection is not done in a random manner.

Some examples of non-probability sampling include:

- Purposeful sampling
- Quota sampling
- Accidental sampling

The sample, simply defined, is the group of people, for example, who will be included as participants in the research study. The size of the sample and the type of the sample is determined with the research design and both the size of the sample and the type of the sample are very important to a sound scientific research process.

The first thing that a researcher does is identify the population of Entities that will be explored and investigated in the research study. If, for example, the researcher wants to investigate how a specific Grey Entity responds to some tactile stimulus, you are using Grey Entities as the population that will be explored and investigated in the research study.

Because it is impossible and not feasible to conduct research with ALL Grey Entities throughout the Universe, the research must limit the size of the sample to a sample size that is feasible and manageable.

After the number of subjects in the research sample is determined, the researcher will then select the sample of research subjects, or participants, using a method that is scientifically sound and not biased. For example, a sample can be selected as based on randomness and using random numbers that have been assigned to specific people.

Sample Size

The size of the sample that is needed for sound scientific research varies. For example, if Omicron is doing research about the safety or the efficacy of a crash site, the sample size will be greater than a small research study within a healthcare facility.

Legal and Ethical Issues in Research

Legal and ethical issues require the attention of the researcher and the research group particularly when they are studying and investigating Extra-Terrestrial Visitation Phenomena and their responses to an experimental intervention. Humans can NEVER be used as "human Guinea pigs" GETTING exposed to harm. Additionally, all subjects must consent to be included in a research study.

Instruments and Measurement Tools

Measurement is used to collect data relating to research studies.

There are two broad classifications of research studies:

- Quantitative research
- Qualitative research

Quantitative research is the most commonly used type of research. Quantitative research, as the name suggests, deals with quantity and numbers. Statistical analysis is done with collected and data is collected with a number of different measurement tools including a blood pressure

machine, a thermometer and even a survey which can be quantified into numbers that can be analyzed with statistics.

Qualitative research, on the other hand, is less frequently used than qualitative research, it does not deal with quantities and numbers and the collected data is not analyzed with statistics. Qualitative research, however, does include the collection of data but this data is words and not numbers. Data for qualitative research is collected with things like intensive interviews of subjects and case studies.

Data

Data and data collection can include measurements that are physical, psychological, and/or behavioral.

Examples of physiological measurements are things like blood pressure, pulse rates, and blood glucose readings. Physiological measurements are often done with a piece of equipment and, at other times, the person collecting data for a research study will use one of their empirical senses to collect data.

The empirical senses are:

- Vision
- Hearing
- Touch
- Taste
- Smell

Psychological measurements include measurements relating to feelings, beliefs and attitudes. Psychological variables, in contrast with the measurement of physiological variables, are not measured using measuring equipment and the empirical senses. Instead, the collection of psychological data and psychological measurements require the use of a measurement tool or instrument, such as a questionnaire or survey for collecting data. Examples of psychological data measurement tools include a survey or questionnaire about a person's level of pain or the person's degree of satisfaction with the care that they are getting from the healthcare team.

Behavioral data is collected and measured most often using a structure observational method of data collection. Examples of behavioral data include things like interactional patterns, reactions, anger behaviors and sleeplessness.

Validity and Reliability

Measurement tools and instruments must be valid and reliable in order to be scientific and usable in research.

Measurement tools and instruments are considered valid when they actually measures what it is supposed to be measuring; and a measurement tool is considered reliable when it consistently and accurately measures the phenomenon or variable that is being explored despite the fact that measurement is done at different times and/or done by different people.

A valid and reliable tool resists differences despite time and data collector variances.

Data Collection Procedures

Observation, interviews, questionnaires, rating scales, and physical measurements are perhaps the most commonly used data collection procedures in research. Researchers must insure that data collection procedures are done in a consistent manner, as per plan, to insure that the research is accurate, credible and unbiased, regardless of the data collection method that is used.

Data Analysis

As stated previously, quantitative data is numerical so it is analyzed with mathematics, including statistics. Qualitative data, on the other hand, is narrative. This data is analyzed with the identification of patterns, trends and themes found in the lengthy narrative data which is most often obtained using interview data collection techniques.

Results

The results of the research are reported and documented. Research results from a quantitative study are related in terms of statistical results, statistical significance and a full narrative discussion of the results of the study. Research results from a qualitative research study are reported in the narrative form.

Tables, charts, diagrams and the like can be included for both types of research.

Discussion of Findings

Researchers usually discuss and present the findings of their research study and it often connects the ideas found in the review of the literature with the results of their current research study.

Conclusions, Implications, Limitations and Recommendations

The conclusions of the research study are summarizing statements that relate to the data.

The implications of the research study are usually statements and narratives that relate to why the study was an important one and how the study can be used by others. For example, when a research study finds that group teaching for diabetic patients is more effective than individual one-to-one instruction, the implications may suggest that group teaching for diabetic people be used rather than one-to-one instruction.

The limitations of the study include statements about why the results may not, and should not, be immediately used and/or applied to different populations.

The recommendations of the study include things like suggested ideas for future research studies.

References

References are cited for every source that was used in the review of the literature and the research report itself (articles, research studies, interviews, newspaper articles, etc.).

Communicating Research Results

The last step of the research process is communicating results. There are many methods that researchers use to communicate and transmit research findings to others. Some of these vehicles for communicating results include professional publications, poster sessions, seminars, video presentations, and live presentations to local groups.

Basic Descriptive Statistics Used For Quantitative Data

Quantitative data is analyzed using one or more types of statistics. Generally, statistics can be described as:

- Descriptive statistics
- Inferential statistics

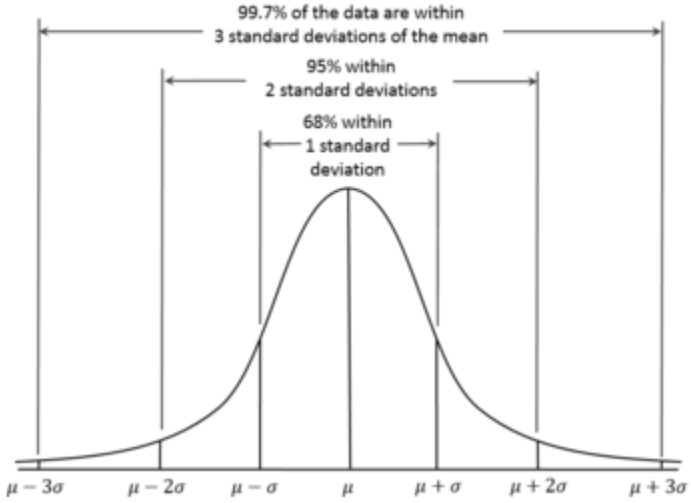
Descriptive Statistics

Descriptive statistics organize and analyze large amounts of data in order to get some perspective or context.

There are two basic types of descriptive statistics and they are:

- Measures of central tendency
- Measures of variability.

Measures of Central Tendency



For the normal distribution, the values less than one standard deviation away from the mean account for 68.27% of the set; while two standard deviations from the mean account for 95.45%; and three standard deviations account for 99.73%.

Measures of central tendency place mathematical numerical data near the middle, or center, of the "bell shaped curve", as shown in the diagram above.

The standard normal distribution of numbers occurs when the median, mode and the mean of the group of numbers are all identical to each other and they all lie in the center of the bell-shaped curve.

Mean

The mean is the average of all of the numbers; the median is the middle number in the sequence of numbers; and the mode is the most frequently occurring number in a group of numbers.

The mean, or average, of a group of numbers is mathematically calculated by adding all the numbers together and then dividing this sum by the number of values included in the set of numbers. For example, the mean for this set of numbers in calculated as below steps:

1. 16 + 24 + 33 = 73

2. 73 / 3 = 24.33

73 (the sum) is then divided by 3 (the number of values) is 24.33. The mean or average of these numbers is, therefore, 24.33.

Median

The best way to determine the median, or the middle number in a series of numbers, is by putting the numbers in either ascending or descending order and then finding the number or value that is in the middle of all the numbers or values.

Below is an example of finding the median:

- 35
- 56
- 69
- 78
- 99

69 is the middle number or median for the above series of 5 numbers that were placed in ascending order.

When there is a series of numbers with an even number of numbers in the sequence, the median is the average of the two numbers in the center, as shown below.

- 35
- 56
- 69
- 72
- 78
- 99

69 + 72 = 141 divided by 2 = 70.5 so the median for the above sequence of numbers is 70.5.

Mode

Lastly, the mode is the number that occurs most often in a set of numbers.

- 22
- 45
- 56

- 22
- 87
- 90

The mode for the above numbers is 22 because 22 is the only number that appears two times in this set of numbers.

Measures of Variability

The measurements of variability include the:

- Range
- Variance
- Standard deviation

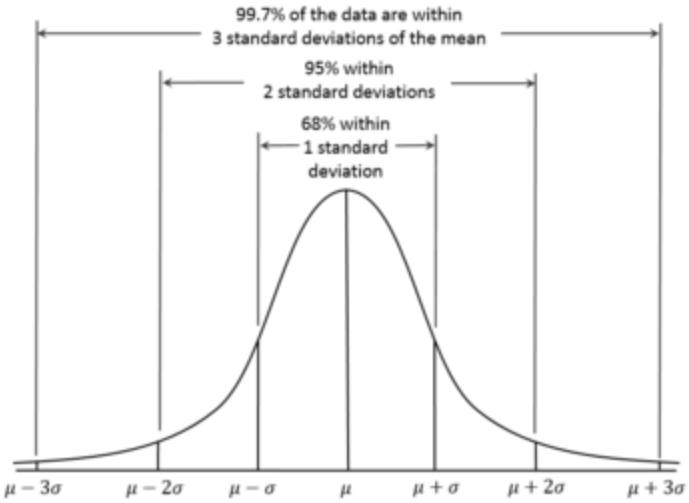
Range

The range indicates the largest and smallest of all the values and numbers in a set of numbers. For example, using the set of values below, the range is from 8 (the smallest or lowest number in the set of numbers) to 89 (the largest or greatest number in the set of numbers). The range is documented and stated as "The range is from 8 to 89".

- 45
- 67
- 8
- 89
- 65

Variance

Variance tells us how much the values vary around the mean. It is a measure that tells us how far spread apart the numbers in the set of numbers are and how far the numbers are away from the mean.



For the normal distribution, the values less than one standard deviation away from the mean account for 68.27% of the set; while two standard deviations from the mean account for 95.45%; and three standard deviations account for 99.73%.

Standard Deviation

The standard deviation shows how much variance or dispersion there is around the mean, as shown in the diagram above. A high standard deviation indicates that the data is spread out greatly and widely around the mean; and a low standard deviation indicates that the data is more closely aligned to and around the mean.

Inferential Statistics Used For Quantitative Data

Some of the basic inferential statistics are:

- The T test and Chi square test
- Correlation coefficients

The T-Test and the Chi-Square Test

The T-test and the Chi-square test tell us if the findings of the research study are, or are not, statistically significant. Simply stated, statistical significance tells us how much of the results occurred as the result of chance and how much of the results were due to the manipulation of the variable in the research study.

For example, when the result of T test is $p < .03$, it means that there is a less than a 3% possibility that chance or accident has occurred and that means, then, that 97% was related to

the research intervention and $p < .10$ means that there is a less than a 10% possibility that chance or accident has occurred and that means, then, that 90% was related to the research intervention.

Correlation Coefficients

It is virtually impossible to prove causality in research, especially when it comes to human subjects.

Consider this statement:

There are more babies born in areas where there are more storks than in surrounding areas with fewer storks.

So, what does this statement really mean? If you giggled, you assumed causality. You thought, "No, storks do not deliver babies". You are correct. Storks do not deliver babies. There is no causality between storks and babies. There is, however, a positive correlation between the number of storks and the number of babies born.

There are two types of correlation. Correlations can be positive or negative. A positive correlation occurs when both the independent and dependent variables increase or decrease. A negative correlation occurs when one of the variable increases and the other variable decreases. The stork statement above reflects a positive correlation where both variables increase (both the storks and the babies increase).

Some other inferential statistics are:

- Linear regression
- Regression analysis
- Analysis of variance (ANOVA)
- Analysis of covariance (ANCOVA)
- Factor analysis

The above are somewhat complex and not within the scope of this review.

Variables

There are three basic types of variables that are considered during the research process. These three basic types of variables are:

1. Independent variables
2. Dependent variables
3. Extraneous variables

Research studies have both independent and dependent variables.

Independent and Dependent Variables

An independent variable is the factor that has some influence or impact on the dependent variable.

A dependent variable is the factor that changes as a result of the influence of the independent variable. It is the behavior, outcome or characteristic that the researcher hopes to predict or explain. A dependent variable changes as a response to some manipulation. For this reason, a dependent variable is sometimes referred to as a response variable.

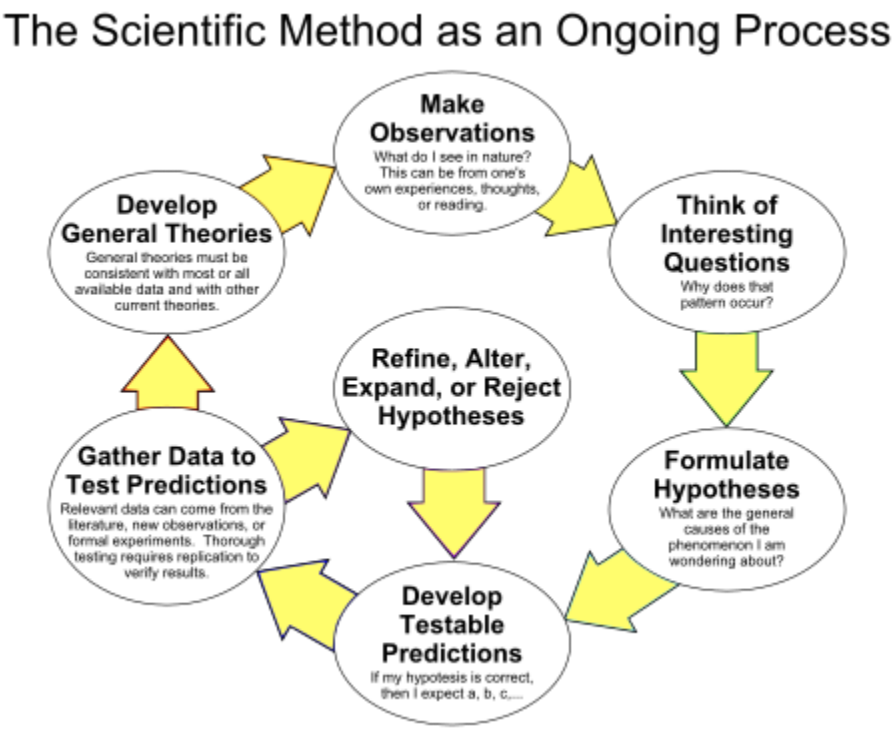
Below are some examples of independent and dependent variables:

- Knowledge levels (dependent variable) after an educational class on diabetes (independent variable)
- The levels of stress (dependent variable) relating to the length of hospitalization (independent variable)

Extraneous Variables

Extraneous variables, which are also called, interfering variables, are conditions that undesirably impact on the dependent variable when the research aims to only identify the impact on the dependent variable by the independent variable. For this reason, researchers aim to eliminate all extraneous variables.

Hypotheses



The scientific method as a cyclic or iterative process.

A hypothesis is defined as an "educated guess" and an "educated prediction" about the relationship between or among the independent and dependent variables in the research study.

As shown in the diagram above, arriving at a hypothesis occurs after the review of the literature is completed and the researcher has developed the research question or the research problem, as discussed above.

Hypotheses are testable and they can be supported or refuted, however, they cannot be found true or false; they can only be supported or refuted.

Examples of hypotheses are:

- Levels of fatigue will increase after 15 hours of wakefulness
- Stress increases as medical conditions increase in terms of severity
- Massage reduces stress levels
- Rest decreases pain levels

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The null hypothesis is a default hypothesis. It states that there is no relationship between the independent and dependent variables.

For example, the null hypothesis may state that there is no relationship between:

- Levels of fatigue and 15 hours of wakefulness
- Stress and worsening medical conditions
- Massage and stress levels
- Rest and pain levels

Data Collection and Data Collection Tools

Data collection is essentially collecting data regarding the variables that are going to be studied.

Validity and Reliability

The best data measurement tools have a high degree of:

- Validity
- Reliability

Validity, simply defined, is the ability of the measurement tool to measure exactly what the researcher wants the tool to measure and nothing else.

The reliability of the measurement tool is its ability to measure things accurately regardless of who collected the data and when the data was collected. It is consistent in terms of time and the person collecting the data and using the measurement tool.

Scales Used to Collect Data

A scale is a measurement instrument, or tool, that is most often used on a questionnaire or survey.

There are several types of scales including:

- Yes-No scales
- Likert scales
- Guttmann scales
- Multiple choice scales

Yes-No Scales

Yes or no scales are more limited than Likert scales because yes or no questions are dichotomous data with only a yes of not response like:

This TEAS reviews is effective.

_____ Yes _____No

Likert Scales

The Likert, or Likert type, scale measures how strongly a person agrees or disagrees to a particular statement.

Here is an example.

Circle the number that best describes how beneficial this TEAS review has been so far:

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree

---

Guttmann Scales

Guttmann scales measure the intensity and degree of feelings about a specific thing.

Here is an example of a Guttmann scale item relating to hate crimes:

1. People guilty of hate crimes should have to do community service in addition to their regular sentence. (The least extreme choice)
2. People guilty of hate crimes should have to do community service in addition to one week in jail in addition to their regular sentence.
3. People guilty of hate crimes should have to do community service in addition to one month in jail in addition to their regular sentence.
4. People guilty of hate crimes should have to do community service in addition to one year in jail in addition to their regular sentence.
5. People guilty of hate crimes should have to do community service in addition to 5 years in jail in addition to their regular sentence. (The most extreme choice)

Multiple Choice Scales

This type of scale as a measurement tool lets people select only one response or multiple responses.

Here is an example.

Check all the responses below that you agree to.

____ This TEAS review course has been simple to understand.

____ This TEAS review course was too short in length.

____ This TEAS review course was too complicated.

____ This TEAS review course was professional in appearance.

____ This TEAS review course met my learning needs.

____ This TEAS review course was stressful to me.

Data Collection Techniques

Data collection techniques are determined during the planning phase of the research design.

The most commonly use data collection techniques are:

- Surveys
- Questionnaires (Mailed and Telephonic)
- Focus Groups
- Diaries and Journals
- Logs
- Observation
- Face-to-Face Interviews
- Critical Incidents
- Audits

Like most other things in research, and in everyday life, each technique has its advantages and disadvantages.

Recovery Outline

The purpose of this section is to give Omicron personnel a better understanding of the goals of recovery and more expertly deal with the phenomena of Extra-Terrestrial visitations, Extra-Terrestrial technology, and Entities and increase the efficiency of future operations.

SCOPE

This Recovery Outline is created for Omicron personnel and contains detailed instructions on how to respond to Extra-Terrestrial Visitation Phenomena. This outline details information on determination, documentation, collection, testing, and disposition of debris, devices, craft, and Entities.

Pre-Recovery Phase

Post Recovery Phase

Debris management is one of many competing priorities that must be managed during incident recovery events. It is important that debris be properly managed so as to protect human health, comply with regulations, conserve disposal capacity, reduce injuries, minimize or prevent environmental impacts, and preserve evidence.

Investigation Outline

The Investigation Plan Template

1. What is being investigated?

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2. What is the overall approach to gathering the evidence?

3. What and where is the evidence?

4. What problems might arise during the investigation?

5. What resources will be required?

6. How are internal and external communications going to be managed?

7. What are the milestones and timelines?

8. When will the investigation be completed?

1. What is being investigated? The first step is to set out as precisely as possible exactly what it is that is being investigated. It may be a specific allegation or series of allegations. It may be a number of interrelated issues or allegations. It is usually wise to keep the issue(s) as narrow and focused as possible.

2. What is the overall approach to gathering the evidence? Prepare a brief outline setting out the overall approach to conducting the investigation. What is the strategy? Draw a 'big picture' of how it is anticipated the investigation will unfold. What investigative steps will be taken, and in what order? Decide, for example, if witness interviews should wait until documents have been collected and reviewed. When, if at all, should investigators go to any scene that relates to the investigation? Should witnesses be interviewed in a certain order, if at all possible?

3. What and where is the evidence? Identify who should be spoken to and what documentary, physical and digital evidence have to be gathered. The following categories may be helpful as the investigator goes through that process

Laws and standards

Investigators need to know the legal, regulatory and ethical standards that apply to whatever is under scrutiny. Knowing them gives both context and a baseline for the investigation.

Witnesses List

The people who the investigator(s) will likely want to speak to during the investigation, including a one-line reason as to why and also where those individuals are physically located. If possible the method to be used to conduct the interviews should be set out – in person, by phone or by some other means. Explain the rationale behind any preferred order of interviews. Will you likely be using expert evidence? If so, who?

Documents

What documents may be relevant to the investigation? Who has them? Where are they? How many of them are there likely to be? How can they be obtained as quickly as possible? What will have to be done to make sure they are thoroughly reviewed, once they have been obtained?

Physical and digital evidence

If physical evidence is a consideration, it will be necessary to work out where it is, how it is going to be secured, whether a chain of custody needs to be established, and whether expert assistance will be needed to preserve and examine it. Ask the same questions if you will possibly gather digital evidence. For example, is it likely that there is evidence on You Tube? If so, how can it be found? Might there be mobile phone video that has yet to be uploaded anywhere? Is there CCTV at the place where an incident occurred? Is there something on a hard drive that might be important?

4. What problems might arise during the investigation? Investigators should attempt to identify possible special considerations that, based on knowledge of the case or past experience, may arise during the investigation. Possible solutions should be considered for tackling them – or getting around them - should they arise.

Typical challenges or issues that might include:

• Lack of cooperation

• Fear of reprisal

• Collusion between witnesses

• Culture / language / capacity

• Access to sources of evidence

- Potential destruction of or tampering with evidence
- • Need to use any investigative powers you have at your disposal, such as a power of entry or a power to subpoena

5. What resources will be needed? How many people will be needed to conduct the investigation within a reasonable time? What technical or other support will be necessary? How much is the investigation likely to cost?

Consider, and predict to the extent that is possible:

• The number of investigators and support staff required;

• Research;

• Forensic or other experts;

• Outside legal advice;

• Travel and related costs;

• Translation;

• Transcription

6. How are internal and external communications going to be managed? If relevant, plan how to:

• Announce an investigation;

• Manage any information that comes in;

• Keep those interested updated on the progress of the investigation, without impacting the integrity of the investigation itself;

• Make sure anyone who should be 'in the loop', actually is.

7. What are the milestones and timelines? As the plan is developed, set out realistic targets and goals for completing various stages of the investigation. Factor in how much actual control you have over the pace of the investigation. Estimate when you will likely receive documents, how long it will take to review them, at what point witnesses will have been located and interviewed and so on.

8. When will the investigation be completed? Come up with a rough estimate when the investigation will be completed. Factor in:

• The complexity of the issue(s);

• How much background research has to be done;

• How much evidence is there to be collected, including number of potential witnesses and amount of documentation, physical and digital evidence;

• How any impediments identified in section 4 of the template will factor into the equation;

• How long it will take to analyze all the evidence;

• How long will it take to write a report.

Craft Crash Investigation

In the aftermath of a craft crash site, a lot of work goes on behind the scenes. The purpose of this investigation is to understand the crash, and recover important evidence. Here's what happens during a craft crash investigation. The Omicron team must remain open minded and not jump to conclusions.

As soon as a craft crash has occurred, investigators will mobilize to begin their study of the incident. Initially, an investigator-in-charge will ensure it is safe for other investigators to visit the wreckage. This includes ensuring there is no hazardous cargo, toxic material, sharp objects or pressurized equipment on site.

The narrative that investigators define about how the craft accident happens must match the kinds of damage they observed in the craft. Investigators visiting the scene will take photographs and video assessments of the site. They will collect as much physical evidence as they can, as well as undertaking interviews with eyewitnesses. Using the wreckage as clues, they will chart the way the craft hit the ground, using the distribution of debris to indicate the angle of impact and gather as much information about the conditions of the airframe, electronics, engines, etc.

As much of the craft as possible will be salvaged and reassembled in somewhere like a hangar. This helps investigators to determine what happened, and to see which pieces are still missing. A key priority in these early stages is to retrieve the crafts recorders. Two such devices are installed on most craft – a command recorder and a flight data recorder. The former, as you might expect, records conversations in the main operations command center, while the latter stores information on the flight such as altitude, flight control inputs and instrument readings.

It is important to look at the technical aspects of the crash. Sometimes it is necessary to disassemble parts of the plane, such as engines or other components, or use computer program flight simulators to recreate the moments leading up to the crash.

There are many factors surrounding the accident, such as number of entities required to crew, internal and external observations, and external factors such terrain and weather. The investigator will interview any witnesses and individuals involved in the rescue operation. At the same time, forensic and medical experts will analyze the entity remains for influencing factors.

A final report should identify what did and didn't happen, how it contributed to the crash and what influencing factors are involved.

Report

Writing the investigative report is one of the most tedious tasks the Omicron investigator undertakes. But, because it's an important showcase of the investigation, you can't skimp on this critical investigation step. Your investigative report reflects on you and your investigation, so make sure it's as clear, comprehensive, accurate and polished as possible.
The investigative report has many purposes.

1. It's a document that sparks some sort of action based on the official findings it presents. This could be a termination of employment, corrective action, implementation of training, counselling, or some other action taken based on the findings.
2. The investigation report is also a record of the steps of the investigation. It can be used to prove that your investigation was timely, complete and fair.
3. The information contained in the investigation report may be cited in any legal action, so it's important that the report is detailed and accurate, but does not include unnecessary detail that can get the company into trouble.
4. The process of writing the investigation report can sometimes clarify your thinking and can even uncover additional questions that provide new insight into a case.

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5. And finally, the investigation report provides valuable data that can be used to implement control and preventive measures at Omicron.

Before you begin, it's important to understand the three critical tasks of the Omicron Investigative Report.

1. It must be organized in a way that anybody internally or externally can understand it without having to reference other materials.
2. It must document the investigative findings objectively and accurately and provide decision makers with enough information to determine whether they should take further action.
3. It must indicate whether the allegations were substantiated, unsubstantiated or whether there's something missing that is needed to come to a conclusion.

The executive summary should be a concise overview of the investigation from beginning to end. It should not contain any information that is not already in the investigation report. Write in the active voice. This may be the most important component of the investigation report. Many readers will never need to go beyond this section. High-level stakeholders get an overall picture of the allegations, investigation and outcome.

Preliminary Case Information

Avoid using jargon, acronyms or technical terms that the average reader outside Omicron may not understand.

This section can go either before or after the executive summary. This section captures the preliminary case information in a concise format, without too much detail.

Record:

- Your name and investigator identification number, if you have one
- Case number
- The date and time the investigation was conducted
- How Omicron was notified
- Are there other investigators that the case was assigned

Write a Summary

Provide a short, concise summary of the important points, assessments, or conclusions captured within the report.

Summarize the Details: Evidence, Witnesses, Allegations, Objectives, Etc.

Describe the allegation in simple, clear language. Avoid using jargon, acronyms or technical terms that the average reader outside the company may not understand.

1. What type of case is it? **Craft Crash, Entity, Siting, Abduction, Undersea Object, etc.**
2. Specify the case type. **Extra-Terrestrial Visitation Phenomena**
3. What is the purpose
4. Is there more than one witness, then identify each separately and completely
5. Capture details.

Subject of the Details

- Specifics or at a minimum
- Location or Name
- GPS
- Directions
- Description of surrounding terrain
- Date and Time of Day
- Time of Day Conditions (sunrise, twilight, etc)
- Weather Conditions
- Road conditions (dry or wet pavement, dirt, etc)
- Road markers or signposts
- External markings (gouges, scrapes, etc)
- Any documentation (photos, videos, recordings, etc.)
- Narratives

If the subject of the details is a witness, include the following information:

- Full Name
- Employment status
- Job Title
- Home and business addresses
- Home and Work Phone Numbers
- Home and Work Emails
- Personal Vehicle Information, if driving at the time of witnessing
- Photos or videos or recordings
- Testimony

Details of the Investigation

It's important to keep the scope of the investigation focused narrowly on the specific investigation and avoid drawing separate but related investigations into the report unless it's relevant.

This section contains a full account of the investigative steps from beginning to end. Again, it's important to use simple, clear language, free of jargon and technical terms.

Investigation Plan and Scope

Begin outlining the investigation plan by defining the scope. It's important to keep the scope of the investigation focused narrowly on the type of investigation and avoid drawing separate but related investigations into the report.

Write Detailed Case Notes

Record a description of each action taken during the investigation. This becomes a diary of your investigation, showing everything that was done during the investigation, who did it and when. Be thorough and detailed because this section of your report can be an invaluable resource if you are ever challenged on any details of your investigation.

For each action, outline:

- Type of action, such as an initial review, meeting, contacting parties, conducting an interview, following up, etc.
- Person responsible for the action
- Date the action was completed
- Brief description of the action

Document Investigation Interviews

Write a summary of each interview. These should be brief outlines listed separately for each interview.

Include the following information:

- Who conducted the interview
- Who was interviewed
- Where the interview took place
- Date of the interview

Include a list of people who refused to be interviewed or could not be interviewed and why.

Write a Report for Each Interview

This is an expanded version of the summaries documented above. Even though some of the information is repeated, be sure to include it so that you can use the summaries and reports separately as standalone documentation of the interviews conducted.

For each interview, document:

- Who conducted the interview
- Who was interviewed
- Location of the interview
- Date of the interview

- Summary of the substance of the interview, based on your interview notes or recording.

Assess Credibility

Aside from collecting the evidence, it is also an investigator's job to analyze the evidence and come to a conclusion. Include a credibility assessment for each interview subject in the interview report. Describe your reasons for determining that the interviewee is or isn't a credible source of information.

This involves assessing the credibility of the witness. The EEOC has published guidelines that recommend examining the following factors:

- Plausibility – Is the testimony believable and does it make sense?
- Demeanor – Did the person seem to be telling the truth?
- Motive to falsify – Does the person have a reason to lie?
- Corroboration – Is there testimony or evidence that corroborates the witness account?
- Past record – Does the subject have a history of similar behavior?

Document the Evidence

It's critically important to include and fully consider all evidence obtained, whether or not it supports your assessment.

In this section, describe all the evidence obtained. This could include video footage, email records, security access records, computer login records, documents or papers, physical objects, etc. Number the evidence and refer to any physical evidence by the number recorded on the chain of evidence log document.

It's critically important to include and fully consider all evidence obtained, whether or not it supports your assessment. Ignoring evidence that doesn't support your conclusion will undermine your investigation and your credibility as an investigator. As long as you have a good explanation of why certain evidence is not being weighted as heavily as other evidence, your conclusion is defensible.

Reach a Conclusion

You must be able to show that your conclusions are based on reliable evidence that is relevant and that you have considered any evidence that doesn't support your conclusion.

Use this section to set out your findings and conclusion at the end of the investigation. This is where your analysis comes into play. Keep the points in logical order, addressing the issue being examined only, and don't include any information that is not supported by the fact.

It's important for your conclusion to be defensible, based on the evidence you have presented in your investigation report.

Make Recommendations

Make recommendations suitable for each action or each situation.

Check Your Work

Keep in mind that your investigative report may be seen by many other individuals.

If you're not a stellar grammarian, if your spelling leaves something to be desired and if your punctuation is less than perfect, you may want to enlist the services of a writer-friend or colleague to proofread your investigative report.

Always remember to run a spell check before you pass on any document to others.

Certifications and Quals

Certified Legal Investigator

The designation of Certified Legal Investigator is conferred upon those who meet professional requirements and who successfully pass stringent written and oral examinations. For this reason, the Certified Legal Investigator designation is a most honored and sought-after credential. Once conferred, Certified Legal Investigators must advance their professional careers by earning continuing educational credits and by maintaining the high standards of the Certified Legal Investigator Program.

To become a Certified Legal Investigator, applicants must:

- Provide litigation support and investigative services to attorneys in the private practice of law, and be employed by law firms, public defenders' offices, and/or privately-owned investigations firms.
- Be licensed, if required, by the state or jurisdiction in which the applicant is practicing/employed.
- Have a minimum of five years of verifiable work experience as a legal investigator. Applicants may substitute one year of work experience for successful completion of 60 semester hours or 90 quarter hours of course work at an accredited college or university.
- Prepare and submit a white paper of not less than 1,000 words, on any investigative subject no later than 30 days before the exam.
- Complete a written and oral examination prepared and administered by the professional certification board (the CLI Committee). The examinee must obtain a passing score (70% or more) in each section (white paper, oral exam and written exam).
- Submit the application form and fee no later than 30 days before the exam.

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- Agree to obtain Continuing Education Credits (CECs) and submit Reports of Compliance (ROCs). After a CLI has initially completed two (2) consecutive three-year compliance periods of 50 hours of Continuing Education Credits (CECs), all future compliance periods shall require 36 hours of CECs. After 20 years of uninterrupted reporting, no Reports of Compliance (ROCs) are required.

The Science of Prevention enables Omicron personnel to vigorously protect integrity and consistently achieve quality and safety goals.

Special Pathogens Certification

It is critical that Omicron personnel have knowledge of special pathogens of concern and their implications. This is a free NETEC course. Omicron personnel will be able to describe pathogen-related factors that may warrant treatment or be able to distinguish between concepts of infectious, communicable, and hazardous special pathogens of concern. Omicron personnel will also be able to describe the clinical presentation of selected special pathogens from the two broad categories: viral hemorrhagic fevers and the highly pathogenic respiratory viruses.

Certified Environmental and Safety Compliance Officer Certification

Omicron personnel should be recognized for their understanding of the laws and regulations surrounding air, water, waste water pollution, solid and hazardous wastes and safety.

Gas Free Certificate

All Omicron personnel have a certification given by a certified chemist, to inspect any tank, pipeline, compartment or space, or other part of a craft or ship which has been carrying oil or flammable liquid or cargo, certifying that a test has been carried out in an adequate and suitable manner, and that the residues, in the judgment of the certified chemist, are not capable of producing dangerous gases under atmospheric conditions or in the presence of fire.

Evidence Management Certification

All Omicron personnel have a certification that focuses on principles, processes and problem solving to equip Omicron personnel with the essential knowledge and skills required to ensure the integrity of all evidence and samples collected during an investigation or research study.

CFIP – Certified Forensic Investigation Professional

Omicron personnel can handle any type of forensic investigation including analysis of physical evidence; providing expert testimony; and furnishing training in the proper recognition, collection, and preservation of physical evidence.

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Radiation Safety Officer (RSO) Qualifications

Omicron personnel are qualified and have training and experience in radiation protection and are available for advice and assistance on radiological safety matters.

Associate Safety Professional

Omicron personnel have an Associate Safety Professional Certificate for worksite assessments to determine risks, potential hazards and controls, evaluating risks and hazard control measures, investigating incidents, maintaining and evaluating incident and loss records, and preparing emergency response plans. Their other duties could include hazard recognition, fire protection, regulatory compliance, health hazard control, ergonomics, hazardous materials management, environmental protection, training, accident and incident, investigations, advising management, record keeping, emergency response, managing safety programs, product safety and/or security.

Chain of Custody

The chain of custody procedure starts with sample collection and follows through to the destruction of the sample. The purpose of the procedure is to ensure that the sample has been in possession of, or secured by, a responsible person at all times. It should remove any doubt about sample identification or that the sample has been tampered with.

Chain of custody is a rule in evidence law that ensures that any evidence accepted by the court is acceptable and tamper proof**.** The party who wants to introduce evidence during a court proceeding has a duty to establish a chain of custody according to the rules of evidence in the jurisdiction.

The chain of custody refers to the chronological documentation or paper trail that records the sequence of custody, control, transfer, analysis, and disposition of physical or electronic evidence. The Chain of Custody, or Evidence Transmittal Letter, is a very important document that must accompany your evidence when submitting samples to the laboratory for analysis**.**

Forms

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Billing Information:

Pres Chk

Analysis / Container / Preservative

Report to:

Email To:

Project Description:

City/State Collected:

Please Circle: PT MT CT ET

Phone:

Client Project #

Lab Project #

Collected by (print):

Site/Facility ID #

P.O. #

Collected by (signature):

Immediately Packed on Ice N ___ Y ___

Rush? (Lab MUST Be Notified)

- ___ Same Day
- ___ Next Day
- ___ Two Day
- ___ Three Day
- ___ Five Day
- ___ 5 Day (Rad Only)
- ___ 10 Day (Rad Only)

Quote #

Date Results Needed

SDG #

Table #

Acctnum:

Template:

Prelogin:

PM:

PB:

Shipped Via:

Sample ID	Comp/Grab	Matrix*	Depth	Date	Time	No. of Cntrs											Remarks	Sample # (lab only)

* Matrix:
SS - Soil **AIR** - Air **F** - Filter
GW - Groundwater **B** - Bioassay
WW - WasteWater
DW - Drinking Water
OT - Other ______

Remarks:

pH ______ Temp ______

Flow ______ Other ______

Samples returned via:
__ UPS __ FedEx __ Courier __ ______

Tracking #

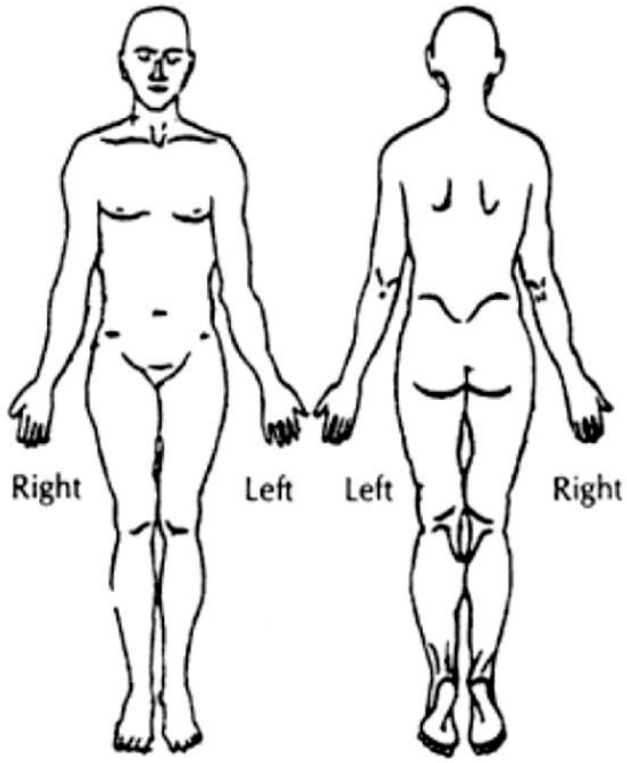
Sample Receipt Checklist

- COC Seal Present/Intact: __NP __Y __N
- COC Signed/Accurate: __Y __N
- Bottles arrive intact: __Y __N
- Correct bottles used: __Y __N
- Sufficient volume sent: __Y __N

If Applicable

- VOA Zero Headspace: __Y __N
- Preservation Correct/Checked: __Y __N
- RAD Screen <0.5 mR/hr: __Y __N

Relinquished by : (Signature)	Date:	Time:	Received by: (Signature)	Trip Blank Received: Yes / No HCL / MeoH TBR	
Relinquished by : (Signature)	Date:	Time:	Received by: (Signature)	Temp: °C Bottles Received:	If preservation required by Login: Date/Time
Relinquished by : (Signature)	Date:	Time:	Received for lab by: (Signature)	Date: Time:	Hold: Condition: NCF / OK



Item #	Descriptor	Item #	Descriptor
A	Crown	a	Forehead
B	Back Skull	b	Cheeks/Temples
C	Nasal	c	Eyes R/L
D	Ears R/L	d	Mouth
E	Neck	e	Throat
F	Armpits R/L	f	Shoulders R/L
G	upper Appendage	g	Arms R/L
H	Lower Appendage	h	Elbow R/L
I	Chest/Cavity	i*	Wrist R/L
J	Upper Torso	j*	Hands R/L
K	Lower Torso	k*	Fingers/Digits
L	Legs	l	Stomach
M	Feet	m	Pelvic
N	Soles	n	Knees/Joint R/L
O	Upper Back	o*	Ankle/Joint R/L
P	Mid Back	p	Toes/Digits
Q	Lower Back	q	Sex Organs
R	Thigh R/L	r	Buttocks
S	Groin	s*	Hips
T	Skin	t*	Teeth
U	Scales	u*	Nails
V	Hair	v*	Tongue
W	Fur	w*	Tail
X	Feathers	x*	Bones
Y	Fin	y*	Markings
Z	Mucous	z*	Other

Date: Time: Case ID:

Assessment of Trauma, Damage, Condition, or Observation

Item	Intact Y/N	Type	Size	Comments

Photos Attached ☐ Serial # _____ thru _____

Description of Entity

_____

_____

_____

_____

_____

ENTITY RECOVERY ASSESSMENT

a function (limiting behaviors). Its nickname stands for stealth (cautious by design in accordance with actions or movements).

OMICRON EVIDENCE CHAIN OF CUSTODY TRACKING FORM

Case Number: _____ Incident: _____

Submitting Investigator: (Name/ID#) _____

Witness(s): _____

Subject: _____

Date/Time: _____Location: _____

Description of Evidence		
Item #	**Quantity**	**Description of Item** (Model, Serial #, Condition, Marks, Anomalies, etc.)

Chain of Custody				
Item #	**Date/Time**	**Released by** (Signature & ID#)	**Received by** (Signature & ID#)	**Comments/Location**

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OMICRON EVIDENCE CHAIN-OF-CUSTODY TRACKING FORM
(Continued)

Chain of Custody				
Item #	**Date/Time**	**Released by** (Signature & ID#)	**Received by** (Signature & ID#)	**Comments/Location**

Final Disposal Authority

Authorization for Disposal

Item(s) #: _____ on this document pertaining to (subject): _____
is(are) no longer needed as evidence and is/are authorized for disposal by (check appropriate disposal method)

☐ Return to Owner ☐ Auction/Destroy/Divert

Name & ID# of Authorizing Officer: _____ Signature: _____Date: _____

Witness to Destruction of Evidence

Item(s) #: _____ on this document were destroyed by Evidence Custodian _____ID#:_____
in my presence on (date) _____.
Name & ID# of Witness to destruction: _____ Signature: _____Date: _____

Release to Lawful Owner

Item(s) #: _____ on this document was/were released by Evidence Custodian _____ID#:_____ to
Name _____
Address: _____ City: _____State: _____ Zip Code: _____
Telephone Number: (_____) _____
Under penalty of law, I certify that I am the lawful owner of the above item(s).

Signature: _____ Date: _____

Copy of Government-issued photo identification is attached. ☐ Yes ☐ No

This Evidence Chain-of-Custody form is to be retained as a permanent record by Omicron.

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Evidence Item Recovery Log

Incident #:

Location:

Item #	Description	Recovered By	Date/Time
	Signature:	**Page _____ of _____**	

Different Names for Flying Saucers

EVP craft are a world-wide phenomenon. They are called different things in different countries. In Mexico they are known as "flying plates." In China they are known as "flying woks." In many European countries they are known as "flying shields."

Sizes of the Craft

Just as with the shapes, there is a wide variety of sizes. Most craft are scout ships and are about thirty feet across. Their size is often deceiving because although there are larger craft, which are also seen, they are sometimes seen at a great distance and they appear smaller than they actually are.

Satellite Photos

Some of these large craft have been caught on film by orbiting weather satellites. Judging by the grid on the camera lens and knowing the distance of the satellite's orbit, calculations show these craft to be hundreds of miles across.

Estimating Size, Distance, and Altitude

How do we estimate the size of something under normal circumstances? The answer is actually quite complex.

Our brains have past experience which is referred to and used as a guide when we estimate the size of known objects. As well as this, our brain relies on certain "cues" such as whether or not the object in question is behind or in front of other objects, which gives us distance cues that help us to estimate the size of something. Shadows and shading are also an example of cues which help our brains work out the position (and therefore distance) of an object in a scene.

If those cues are taken away, as they often are with object or lights seen in the sky, at distance, and especially at night, it becomes much more difficult for us (our brains) to make sense of what we are seeing. Not only is it possible, but it is inevitable that our brains will attempt to fill in the gaps left by the missing cues.

Since we have evolved with our brains to operate in daylight, the assumptions that our brains make, which would usually work well under those circumstances, are now completely useless. In evolutionary terms it doesn't matter much since there is no survival benefit to being able to judge the size and distance of a distant object in the sky - all our predators in our evolutionary past have been land based.

Take for example a lone light in the sky at night. Without any other cues, our brains only have brightness as a clue to how large or far the light is. Our brains have to make an assumption based

on this one cue, and since on the ground, under "normal circumstances" bright lights tend to be closer than dim lights, the brain interprets a bright light in the sky as being much closer than it actually is!

The technical term for this is an optical illusion, and despite many people assuming that they are immune, there are actually only a very small percentage of people that are immune to certain optical illusions.

In fact it's quite easy to confuse the brain even at short distance in broad daylight with just a little bit of cue manipulation, let alone at night and at distance with an unknown object or lights.

Estimating Size

We use angular measure to describe the apparent size of an object in the sky. An angle is the opening between two lines that meet at a point and angular measure describes the size of an angle in degrees, designated by the symbol °. A full circle is divided into 360 ° and a right angle measures 90°.

Estimating Altitude

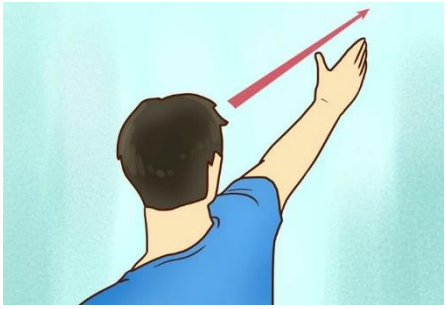
HOW TO ESTIMATE DISTANCES

Gauging sizes and distances are subjective to the person witnessing and their knowledge of size and distance irregardless of emotional state.

Did you know that your arm is about ten times longer than the distance between your eyes? That fact, together with a bit of math, can be used to estimate distances between you and any object of approximately known size.

Imagine, for example, that you're standing on the side of a hill, trying to decide how far it is to the top of a low hill on the other side of the valley. Just below the hilltop is a barn, which you feel reasonably sure is about 100 feet wide on the side facing you.

Hold one arm straight out in front of you, elbow straight, thumb pointing up.



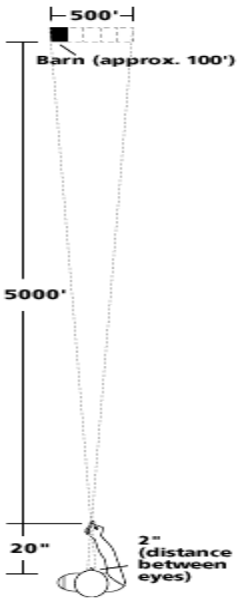
Close one eye, and align one edge of your thumb with one edge of the barn.

Without moving your head or arm, switch eyes, now sighting with the eye that was closed and closing the other.

Your thumb will appear to jump sideways as a result of the change in perspective.

How far did it move? (Be sure to sight the same edge of your thumb when you switch eyes.)

Let's say it jumped about five times the width of the barn, or about 500 feet.



Now multiply that figure by the handy constant 10 (the ratio of the length of your arm to the distance between your eyes).

Now you get the distance between you and the barn—5,000 feet, or about one mile. The accompanying diagram should make the whole process clear.

WHY SHOULD YOU HAVE THIS SKILL?

With a little practice, you'll find that you can perform a quick thumb-jump estimate in just a few seconds, and the result will usually be more accurate than an out-and-out guess.

At a minimum, it will provide some assurance that the figure is in the ballpark—which, in many cases, is as close as you need to get.

In astronomy, the sizes of celestial objects are often given in terms of their angular diameter as seen from Earth, rather than their actual sizes. Since these angular diameters are typically small, it is common to present them in arcseconds (″). An arcsecond is 1/3600th of one degree (1°) and a radian is 180/π degrees. So one radian equals 3,600 × 180/ π arcseconds, which is about 206,265 arcseconds (1 rad ≈ 206,264.806247"). Therefore, the angular diameter of an object with physical diameter *d* at a distance *D*, expressed in arcseconds, is given by:

$$\delta = 206,265\ (d/D)\ \text{arcseconds}$$

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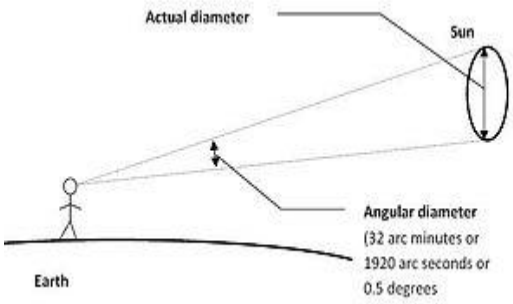
These objects have an angular diameter of 1″:

- an object of diameter 1 cm at a distance of 2.06 km
- an object of diameter 725.27 km at a distance of 1 astronomical unit (AU)
- an object of diameter 45 866 916 km at 1 light-year
- an object of diameter 1 AU (149 597 871 km) at a distance of 1 parsec (pc)



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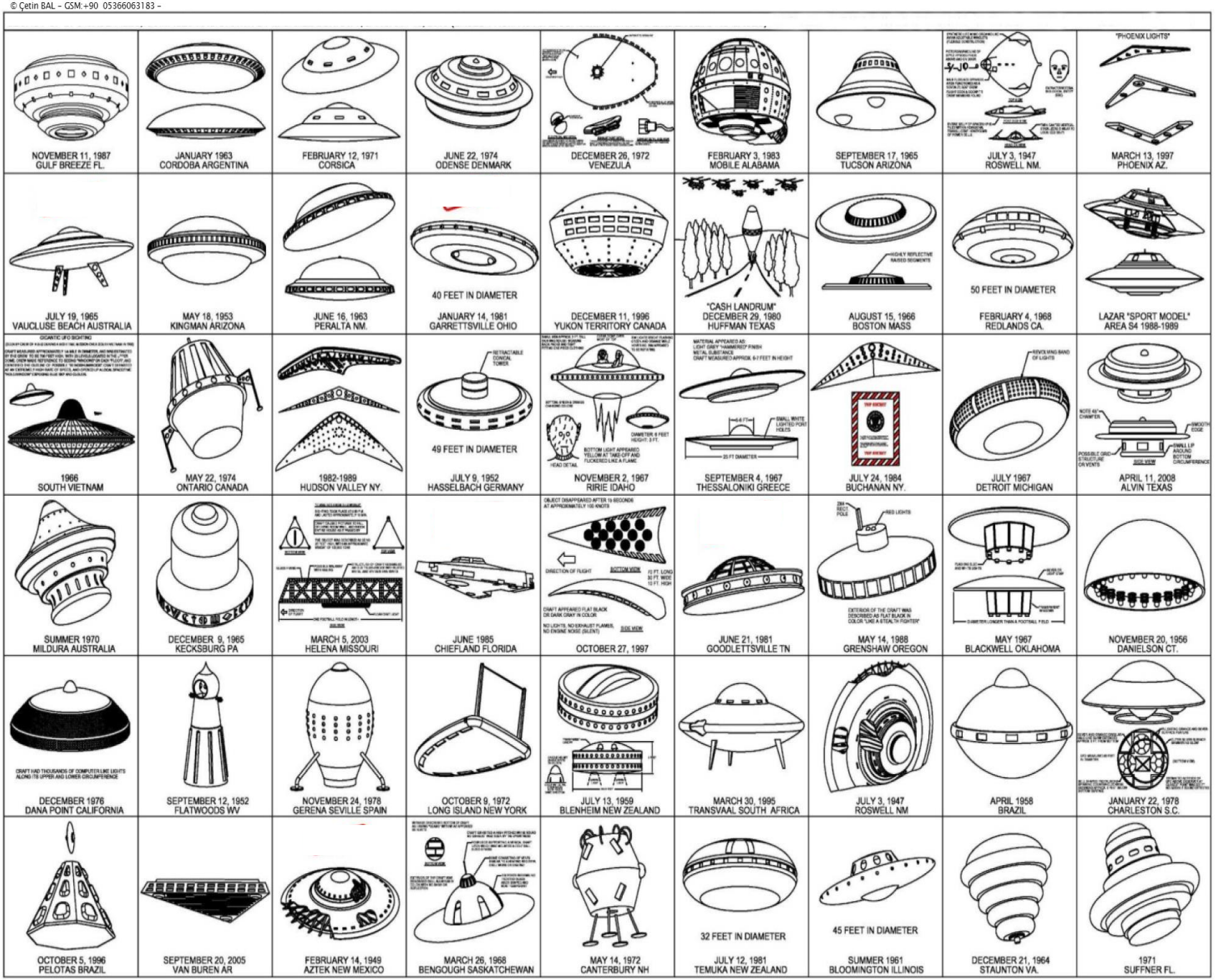

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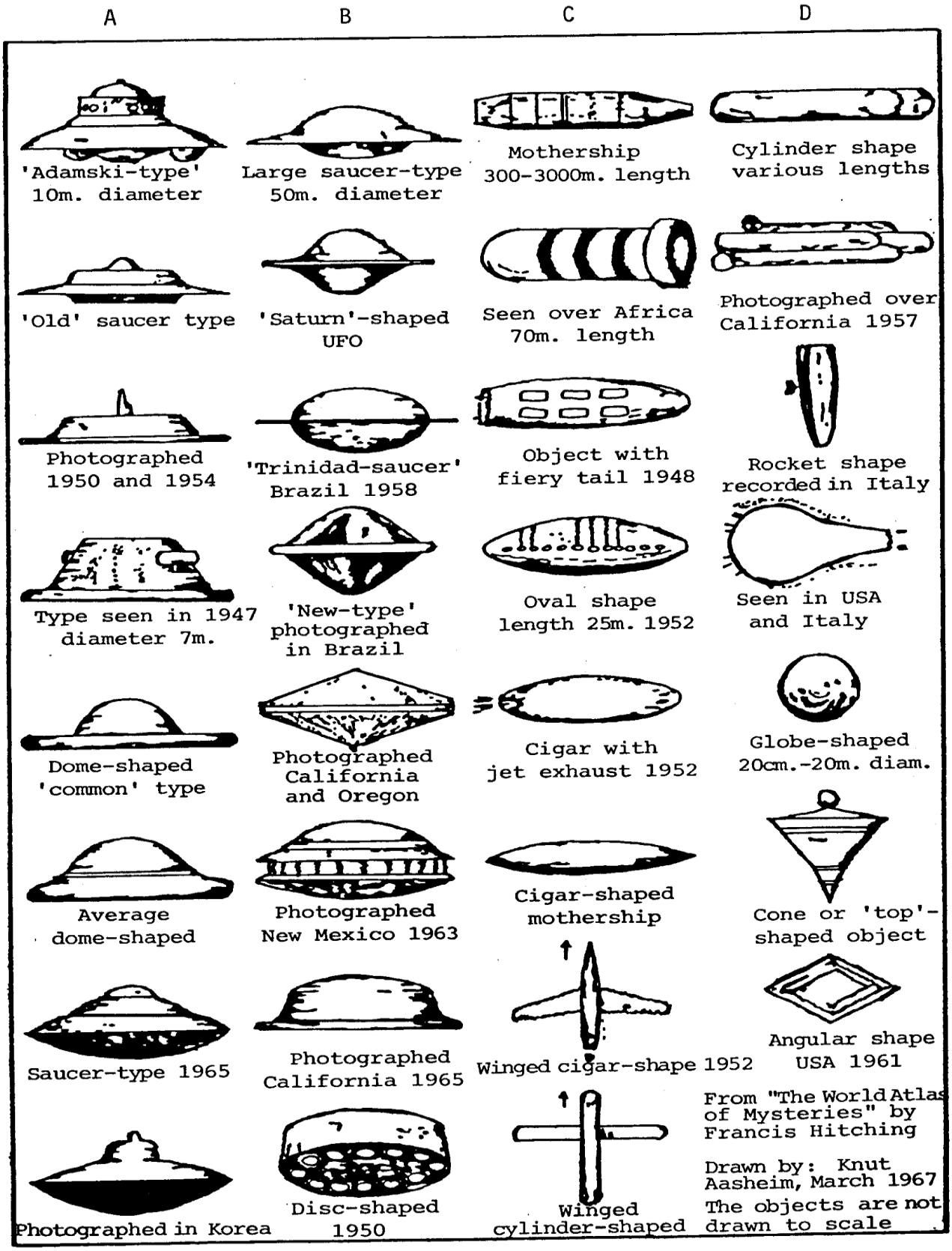

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NORTHWEST SKY IN WINTER

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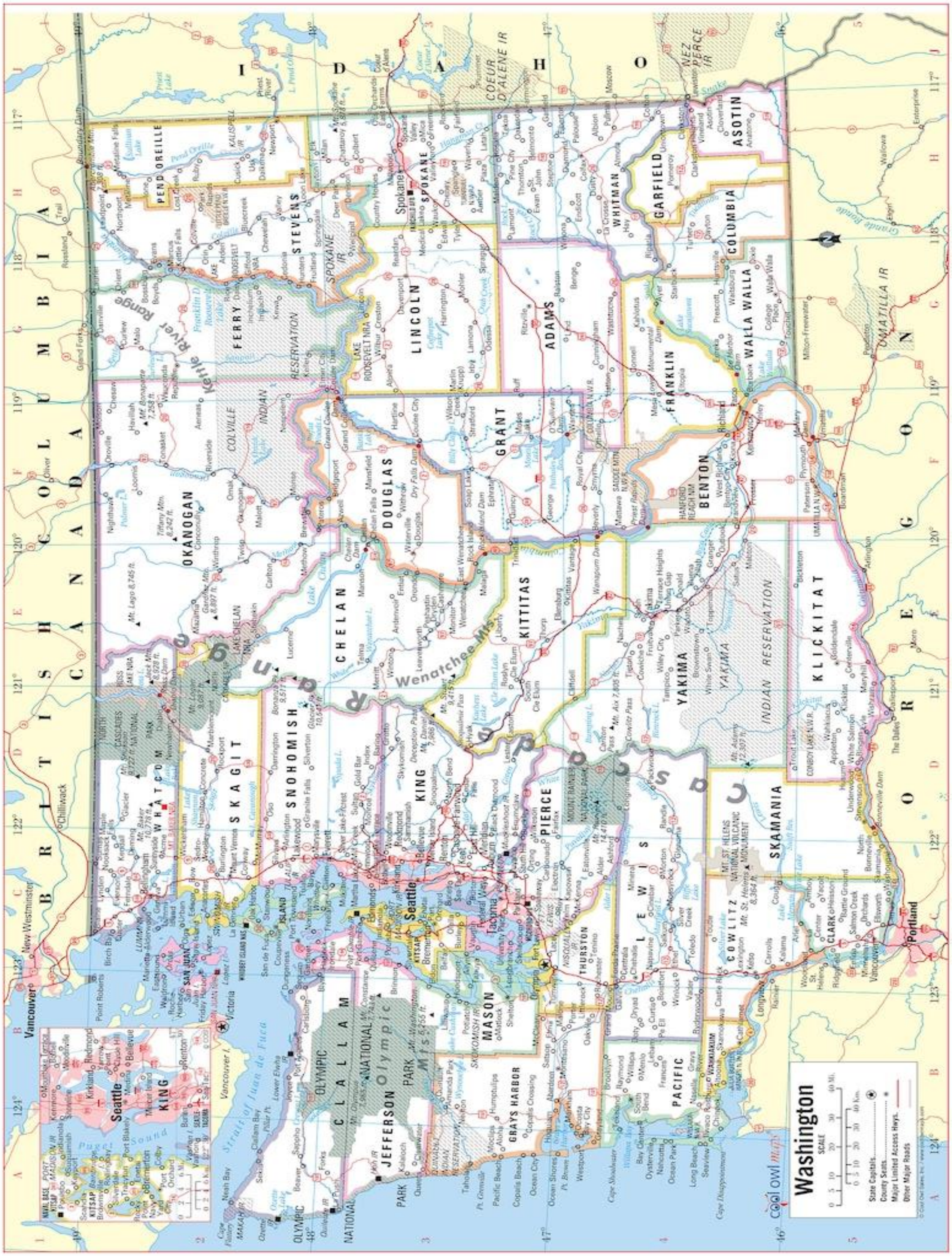

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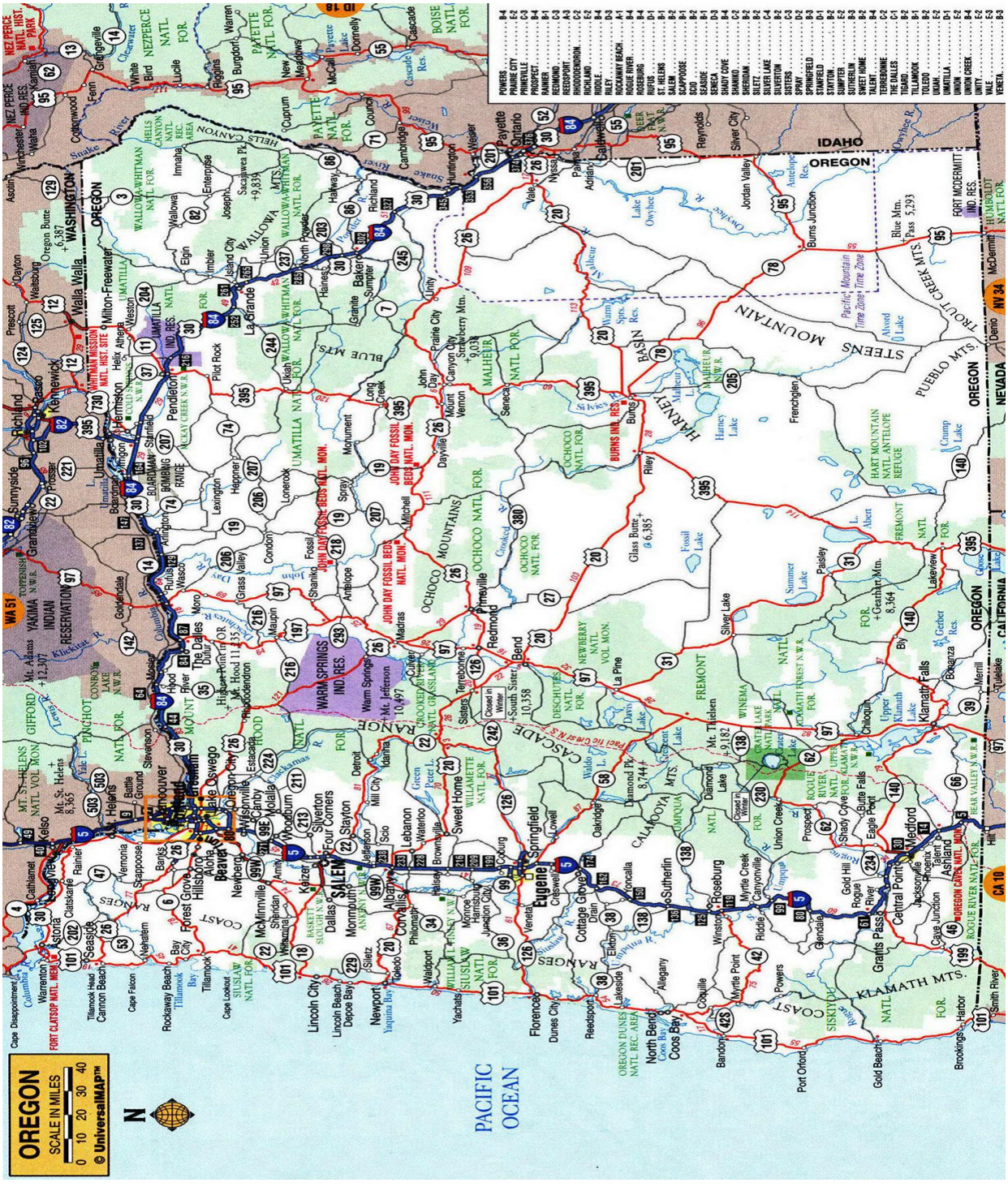

Oregon State Map

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Agency Service Agreements

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