



DEPARTMENT OF FINANCIAL SERVICES

Division of State Fire Marshal
Bureau of Fire Standards & Training

Latent Investigations

Title: Master Syllabus

Date: October 19, 2016

Course Title	Latent Investigations
Course Number	FFP2630, BFST2630, ATPC2630
Prerequisite(s)	None
Revision Date	October 19, 2016
College Credit Recommendation	This course has a college recommendation of 3 credits.
Continuing Education Units (CEU's)	None.
Class Days/Time	Monday – Friday 8:00 a.m. – 5:00 p.m.
Program Specialist Contact Info	Name: Dr. Barbara Klingensmith Email: Barbara.Klingensmith@myfloridacfo.com
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Class Location	Room 107
Course Description	This class will further expand the investigators knowledge of investigations by looking at the context and perspective of a fire investigation. Sources of information such as public records, written statements, taped statements, forensics, DNA, voice analysis, and cell phone records will be discussed in relation to the investigation.
Student Learning Outcomes	After the successful completion of this course, the student will be able to do the following: 1, Develop an understanding of the requirements and procedures used in the latent investigation of arson. 2. Apply context and perspective to a fire investigation. 3. Develop an understanding of the legal parameters and limitations of obtaining public and private records in the State of Florida. 4. Develop a profound understanding of the relationship of Frye v. United States, Daubert v. Merrell Dow Pharmaceuticals, Thompson v. State Farm, and their relationship to NFPA 921. 5. Describe the principles involved in fire scene reconstruction. 6. Discuss the importance and use of written statements and the legal requirements when written statements are used. 7. Describe the legal and procedural details of taking a taped statement. 8. Gain an understanding of document analysis and its implication to criminal fire investigations.

	<ol style="list-style-type: none"> 9. Identify the Florida Sunshine Law and publically available records to assist the fire investigation. 10. Describe the requirements to document a latent investigation. 11. Explain what an autopsy is and the identify sources of information available from an autopsy. 12. Develop an operational understanding of cellular telephones, how they work and the potential for information from cell phone and PDA usage. 13. Describe the services provided by the State Fire Marshal, Bureau of Forensic Fire and Explosions Analysis. 14. Describe the mission and services provided by the Florida Department of Law Enforcement. 15. Develop a working knowledge of fingerprints and latent print examination. 16. Develop a profound knowledge of DNA and its application to fire investigations. 17. Explain proper evidence handling procedures with regard to forensic requirements and the law. 18. Describe the concepts of obtaining and executing a valid search warrant and investigative subpoena. 19. Properly plan and conduct an interview. 20. Describe computerized voice stress analysis and its application to fire \ investigations. 21. Explain what the State Fire Marshal’s Forensics Investigations Support Team does. 22. Explain what criminal intelligence analysis does and their potential value to a fire investigation. 23. Apply concepts and techniques to the latent investigation of a vehicle fire investigation. 24. Develop an understanding of the basic requirements in complex investigations. 25. Apply the concepts of ethical conduct in the investigation of fires.
Required Textbook	Florida Fire Investigation Manual (2017); Publisher: Florida State Fire College
Required Materials	None
Method of Instruction	Classroom
Grading	Passing 70%
Certification(s)	<p>Required course for Fire Investigator II certification.</p> <p><u>BFST407</u> ARSON INVESTIGATION <u>FFP2630, BFST2630, or ATPC2630</u> LATENT INVESTIGATIONS</p>

	<ul style="list-style-type: none"> • If you require assistance to evacuate, inform the instructor on the first day of class. • In the event of an evacuation, follow the guidance of the instructor. • Do not re-enter a building unless you are given instructions by Florida State Fire College personnel to do so.
Requesting Emergency Care	Any request for emergency care should be initiated by calling “911” from any phone on campus of the Florida State Fire College. Phones are located in each classroom. Additionally, in the event of any emergency, immediately contact an instructor or staff member.
Critical Event Procedures	<p>Severe Weather – there is a lightning detection system on campus which has an audible 15 second blast of an air horn. If you are outside, please follow your instructor or move to the closest permanent building. Once the threat is over, there will be three 5 second blasts of the signal.</p> <p>Security – During the daytime, security is handled by full time faculty and staff. There are security guards on duty in the evenings and weekends. Please comply with the requests made of security officers. Failure to do so can result in removal from campus.</p> <p>Student Badges – You will be issued a badge to be worn anytime you are on campus.</p>
Enabling Objectives	<p>Given information from discussion and reading materials, the student will perform the following objectives to a written test accuracy of at least 70% and meet the applicable job performance requirements of NFPA 1033 (2009) and NFPA 921 (2011).</p> <p><u>Unit One Lesson Two: The Latent Investigation of Arson</u></p> <ol style="list-style-type: none"> 1. Define latent fire investigation. 2. Explain why arson investigation is one of the most difficult types of criminal investigation. 3. Identify other types of crimes that occur with arson. 4. Identify who bears the ultimate responsibility for the successful arrest of an arsonist. 5. Identify fire as a primary component of many crimes. 6. Explain the investigative protocols for arson as being are different than other violations of the law. 7. Identify how to become the successful arson investigator by working in both fire and criminal investigation environments. <p><u>Unit 1 Lesson 3: Context and Perspective</u></p> <ol style="list-style-type: none"> 1. Define context in relationship to fire scene examination and suspects. 2. Define perspective and how it relates to the chain of events. <p><u>Unit 1 Lesson 4: Liability and Legal Issues</u></p> <ol style="list-style-type: none"> 1. Explain what an arson reporting statute is. 2. Identify what an insurer must turn over under an immunity reporting act. 3. Identify what immunity is covered under an immunity reporting act.

4. List items that are considered “public record”.
5. Identify when records are exempt from the public records law.
6. List some private underwriter sources of information.
7. Identify when insurance companies must be notified that records are going to be released.

Unit 1 Lesson 5: Expert Testimony

1. Explain the importance of the Frye standard.
2. Describe the importance of the Federal Rules of Evidence. Specifically, Rule 702.
3. Explain “Daubert”.
4. Describe the importance of Thompson v. State Farm.
5. Identify the view of the courts regarding NFPA 921.

Unit 1 Lesson 6: Fire Scene Reconstruction

1. Explain what the process of fire scene reconstruction is used to determine.
2. List the purpose of reconstruction.
3. Define layering.
4. Describe the process of digging (layering).

Unit 2 Lesson 1: Written Statements

1. Identify when written statements can be made.
2. Define standard statement.
3. List the minimum elements that should be included in any statement.
4. Describe how a sworn statement is taken and identify what makes it an official document.
5. Describe the relationship between Miranda Warning and requesting witness statements.
6. Describe a Post-Miranda statement.
7. Identify the investigators responsibility in relation to Miranda doctrine.
8. Describe what the sworn affidavit is.

Unit 2 Lesson 2: Taped Statements

1. Explain the importance of interview documentation and methods of documentation.
2. Identify information that should always start the taped statement.
3. Identify the importance of Miranda.
4. Identify the importance of having the person being interviewed to acknowledge that he or she understands that they are being taped, if an overt recording.
5. Explain how to precisely identify the person who is being interviewed.
6. Describe what inoculating the tape means.
7. Explain why taped interrogations are essential to documenting the event.
8. Explain why a suspect should be read his rights during a custodial interrogation.

9. Identify how an enhanced 911 center may be able to provide a very general indication of the caller's location.
10. Describe how the 9-1-1 call can be a source of valuable information and why tapes should be routinely requested.

Unit 2 Lesson 3: Document Analysis

1. Define a document.
2. List some common examples of documents submitted to forensic laboratories.
3. Describe forensic accounting.
4. Identify the two primary branches of forensic accounting.
5. Define a forensic accounting investigation.
6. Explain how handwriting comparisons are used in investigations.

Unit 2 Lesson 4: Public Records

1. Discuss public records that are available to an arson investigator and where these records can be found.
2. List legal public source documents.
3. Discuss the use of Geographic Information Systems (GIS) information.
4. Identify records that will be available on items owned or operated by persons or businesses which are public records.
5. Identify where property information can be obtained.

Unit 2 Lesson 5: Documenting the Latent Investigation

1. Identify the importance of the report in the case of a criminal investigation.
2. Explain why the written report should stand alone in its observations and conclusions.
3. Discuss other methods or mediums of recording used to reinforce the written narrative and the observations and conclusions of the writer.

Unit 2 Lesson 6: The Autopsy

1. Define an autopsy (also known as a post-mortem examination).
2. Identify who usually performs an autopsy.
3. Identify what a forensic autopsy determines.
4. List the five standard manners of death.
5. Explain why the autopsy of a fire victim is of critical importance to the fire investigator.
6. Identify carbon monoxide as probably the single most common cause of death from fires.
7. Identify where tissue samples should be obtained as they may provide trace evidence of an ignitable substance.

Unit 2 Lesson 7: Cellular Phones and PDA's

1. Explain the value of the near universal use of cellular phones.
2. Explain what mobile phone forensics is.
3. Identify information that is recorded that will assist with time and location data.

4. Explain the value of the subscriber account data and call detail records.

Unit 3 Lesson 1: The Bureau of Forensic Fire And Explosions

Analysis

1. Recognize the State Fire Marshal of Florida as one of only three State Fire Marshal agencies in the United States to have their own laboratory dedicated to the forensic analysis of evidence from fires or explosions.
2. Identify who laboratory services are provided to.
3. Identify how analysts will be made available for expert testimony provided a proper subpoena is presented.
4. Describe the process to submit forensic evidence to the Bureau.
5. Describe what can be obtained from most video media.
6. Explain how the Bureau can aid in the physical recovery and restoration of damaged video capture devices and media.

Unit 3 Lesson 2: The Florida Department of Law Enforcement

1. Identify what investigations the Department conducts.
2. Explain the role of the Department in relation to the misconduct of public officials and employees and members of public authorities that are subject to removal or suspension by the Governor.
3. Explain the role of the Department as a primary participant in the Joint Terrorism Task Force in conjunction with local and Federal agencies.
4. List where FDLE has seven nationally accredited laboratories,

Unit 3 Lesson 3: Latent Print Analysis

1. Identify fingerprint evidence as the most positive means of personal identification in forensics, to date.
2. Explain how fingerprint evidence can also distinguish between identical twins.
3. Describe what a fingerprint is.
4. Describe what the term latent prints mean.
5. Describe what patent prints are.
6. Describe what a plastic print is.
7. Describe what record prints are.

Unit 3 Lesson 4: DNA Analysis

1. Explain why investigators use paper bags or envelopes rather than plastic bags to package evidence.
2. Identify information that FDLE forensic laboratories are capable of identifying from biological stains.
3. Identify what CODIS is.

Unit 3 Lesson 5: Proper Evidence Handling

1. Identify the two distinct evidence requirements.
2. Describe how the chain of custody can be the weakest link in evidence.
3. Describe where guidelines for proper evidence handling can be found.
4. Define physical evidence.
5. Discuss why fire investigators should be aware of laboratory

THE BUREAU OF FIRE STANDARDS & TRAINING
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- requirements and evidence handling procedures.
6. Know the four conditions that make an item of evidence legally valid.
 7. Know the five conditions that validate agency policy concerning collection of evidence at the scene.
 8. Know the two steps in legally protecting evidence.
 9. Explain why use of evidence tape is highly recommended.
 10. Know the three steps in proper custody handling of evidence.

Unit 3 Lesson 6: Investigative Subpoena's and Search Warrants

1. Define a subpoena.
2. Identify when investigative subpoenas are usually issued.
3. Define a search warrant.
4. Describe how a Confidential Subpoenas differs from other types of subpoenas.
5. Identify the purpose of a search warrant.
6. Describe what is means for a search warrant to be reasonable and specific.

Unit 4 Lesson 1: Interview Planning

1. Define what an interview is.
2. Identify when interviews with all identified witnesses should be accomplished.
3. Identify the six basic identification questions.
4. Identify the three basic questions to pose to a crowd.
5. Define non-custodial interview.
6. Describe what a Beheler admonition is and how to apply it.
7. Define “custodial interrogation” as defined by The Supreme Court.
8. Identify the four factors in determining if a Miranda Warning is appropriate.
9. Identify who is responsible for the decision to “Mirandize” a citizen, and if the citizen can or has understood the warning.
10. Identify the five typical challenges to interrogations by the defense.

Unit 4 Lesson 2: Computerized Voice Stress Analysis

1. Describe how the Computer Voice Stress Analyzer (CVSA) is used as an investigative tool.
2. Explain how lie-detection examinations or evaluations work.
3. Explain that CVSA is predicated that an answer to a truth and an answer to a deception have two distinct and observable speech patterns.
4. Identify how Florida courts view polygraphs, lie detectors and CVSA.

Unit 4 Lesson 3: The Forensics Investigations Support Team

1. Identify the five duties and responsibilities of the Forensics Investigations Team (FIST).
2. Identify the four phases of a FIST deployment.
3. List the seven incident considerations for the FIST.
4. List the twelve components of the FIST.

Unit 4 Lesson 4: The Criminal Intelligence Analyst

1. Identify the role of the Crime Intelligence Analyst.
2. Identify how the Bureau's Analysts are distinct from other agencies.
3. Describe what trend and event analysis is predominately concerned with.
4. Explain how trend analysis is sometimes useful to forecast a future event.
5. Identify the primary concern of event analysis.
6. Define a trigger.
7. Explain how link analysis attempt to find a pattern.
8. Describe how link analysis here provides the crucial relationships and associations between very many objects of different types that are not apparent from isolated pieces of information.
9. Describe linkages.
10. Define patterns.
11. Describe geographic profiling.

Unit 4 Lesson 5: Latent Investigation of Vehicle Fires

1. Identify the major components of a vehicle.
2. Understand what a Vehicle Identification Number is.
3. Explain why the VIN is vital in vehicle fire investigations.
4. Describe what electronic air bag sensors in vehicles are.

Unit 5 Lesson 1: Complex Investigations

1. Identify a primary responsibility of the criminal fire investigator to determine the scope of the investigation.
2. Describe who the case agent is.
3. Identify the 14 basic tasks which are the responsibility of the case agent.
4. Identify the primary evidentiary item in a complex investigation.
5. Identify the key to remotely interviewing a suspect through another investigator.
6. Identify the four basic guidelines in high-profile cases.

Unit 5 Lesson 2: Ethics

1. Explain how mistaken identities are the most common reason for wrongful convictions.
2. Explain how the system relies on the independence of detectives as a guard against the problems associated with advocacy and ostensible truths.