

- | | | | | | |
|----|---|-------------------------------------|-------|-------|-------|
| 2. | HCO PL 17 June 70RB I
Re-Rev. 25.10.83 | KSW Series 5R
TECHNICAL DEGRADES | _____ | _____ | _____ |
| 3. | HCO PL 22 Nov. 67RA
Rev. 12.4.83 | KSW Series 25
OUT-TECH | _____ | _____ | _____ |

**SECTION II:
SCIENCE OF SURVIVAL**

- | | | | | |
|-----|---|-------|-------|-------|
| 1. | Read: "The Goal of Dianetics" and "Introduction" | _____ | _____ | _____ |
| 2. | Read: "Column A, The Tone Scale" | _____ | _____ | _____ |
| 3. | DEMO: The three factors that determine a person's constant position on the Tone Scale. | _____ | _____ | _____ |
| 4. | Read: "Column B, Dianetic Evaluation" | _____ | _____ | _____ |
| 5. | DEMO: How a person's level on the Tone Scale relates to his survival. | _____ | _____ | _____ |
| 6. | Read: "Column C, Physiology and Behavior" | _____ | _____ | _____ |
| 7. | DEMO: The three main actions by which life handles itself and MEST and how these relate to the Tone Scale. | _____ | _____ | _____ |
| 8. | Read: "Column D, Psychiatric Range" | _____ | _____ | _____ |
| 9. | Read: "Column E, Medical Range" | _____ | _____ | _____ |
| 10. | Read: "The Basic Laws of Theta, Affinity-Reality-Communication" | _____ | _____ | _____ |
| 11. | DEMO: What happens to affinity, reality and communication as a person moves up the Tone Scale. | _____ | _____ | _____ |
| 12. | Read: "Column F, Emotion" | _____ | _____ | _____ |
| 13. | DEMO: Each of the emotional levels given on the Chart of Human Evaluation, Column F. | | | |
| | a. Deepest apathy | _____ | _____ | _____ |
| | b. Apathy | _____ | _____ | _____ |
| | c. Grief | _____ | _____ | _____ |
| | d. Fear | _____ | _____ | _____ |
| | e. Unexpressed resentment | _____ | _____ | _____ |
| | f. Anger | _____ | _____ | _____ |
| | g. Expressed resentment | _____ | _____ | _____ |
| | h. Boredom | _____ | _____ | _____ |
| | i. Indifference | _____ | _____ | _____ |
| | j. Content | _____ | _____ | _____ |
| | k. Mild interest | _____ | _____ | _____ |
| | l. Strong interest | _____ | _____ | _____ |

- m. Eagerness, exhilaration _____
- 14. Read: "Column G, Affinity" _____
- 15. **PRACTICAL:** Write down five examples you have seen of different levels of affinity, and what that indicates about the person's tone level. Turn your write-up in to the Supervisor. _____
- 16. Read: "Communication and Reality" _____
- 17. Read: "Column H, Sonic" _____
- 18. Read: "Column I, Visio" _____
- 19. Read: "Column J, Somatics" _____
- 20. **DEMO:** What a somatic is and how it is caused. _____
- 21. Read: "Column K, Speech: Talks – Speech: Listens" _____
- 22. **DEMO:** How one does a "two-minute psychometry" to make an estimate of a person's tone level. _____
- 23. **PRACTICAL:** Write down examples of five different people you have known and what types of things they talked about, noting which tone level each of these examples indicates. Turn your write-up in to the Supervisor. _____
- 24. Read: "Column L, Subject's Handling of Written or Spoken Communication When Acting as a Relay Point" _____
- 25. **DEMO:** How communication is relayed by a person at the following levels of the Tone Scale:
 - a. 4.0 _____
 - b. 3.5 _____
 - c. 3.0 _____
 - d. 2.5 _____
 - e. 2.0 _____
 - f. 1.5 _____
 - g. 1.3 _____
 - h. 0.9 _____
 - i. 0.5 _____
- 26. Read: "Column M, Reality (Agreement)" _____
- 27. **DEMO:**
 - a. The reality which can be sensed, measured and experienced in the physical universe. _____
 - b. Postulated reality. _____
- 28. Read: "Column N, Condition of Track and Valances" _____

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|-----|--|-------|-------|-------|
| 29. | DEMO: How a person's time track and valences are affected by engrams | _____ | _____ | _____ |
| 30. | Read: "Column O, Manifestation of Engrams and Locks" | _____ | _____ | _____ |
| 31. | DEMO: What a broken dramatization does to engram and why this is so. | _____ | _____ | _____ |
| 32. | Read: "Column P, Sexual Behavior – Attitude Toward Children" | _____ | _____ | _____ |
| 33. | PRACTICAL: Write up some examples you have observed of attitudes people have about sex and/or children, and note what tone levels these attitudes indicate. | _____ | _____ | _____ |
| 34. | Read: "Column Q, Command Over Environment" | _____ | _____ | _____ |
| 35. | Read: "Column R, Actual Worth to Society Compared to Apparent Worth" | _____ | _____ | _____ |
| 36. | DEMO: Why a person below 2.0 on the Tone Scale has a negative value to society. | _____ | _____ | _____ |
| 37. | Read: "Column S, Ethics Level" | _____ | _____ | _____ |
| 38. | DEMO: Why dishonest conduct is nonsurvival. | _____ | _____ | _____ |
| 39. | Read: "Column T, The Handling of Truth" | _____ | _____ | _____ |
| 40. | DEMO: How it is that truth is a relative quantity. | _____ | _____ | _____ |
| 41. | Read: "Column U, Courage Level" | _____ | _____ | _____ |
| 42. | DEMO: Why people who are low on the Tone Scale instinctively seek out people who are high on the Tone Scale. | _____ | _____ | _____ |
| 43. | Read: "Column V, Ability to Handle Responsibility" | _____ | _____ | _____ |
| 44. | DEMO: How a person who is fully responsible handles his dynamics. | _____ | _____ | _____ |
| 45. | Read: "Column W, Persistence on a Given Course" | _____ | _____ | _____ |
| 46. | Read: "Column X, Literalness with which Statements or Remarks Are Received" | _____ | _____ | _____ |
| 47. | Read: "Column Y, Method Used by Subject to Handle Others" | _____ | _____ | _____ |
| 48. | DEMO: The three general categories used to handle others, and which Tone Scale bands these apply to. | _____ | _____ | _____ |
| | 1. | _____ | _____ | _____ |
| | 2. | _____ | _____ | _____ |
| | 3. | _____ | _____ | _____ |
| 49. | DEMO: How a person's tone level can be affected by his environment. | _____ | _____ | _____ |
| 50. | Read: "Column Z, Command Value of Action Phrases" | _____ | _____ | _____ |
| 51. | Read: "The Basic Principles of Processing" | _____ | _____ | _____ |
| 52. | DEMO: The goal of processing. | _____ | _____ | _____ |

53.	Read:	"The Auditor's Code"	_____	_____	_____
54.	DEMO:	The purpose of the Auditor's Code.	_____	_____	_____
55.	Read:	"The Mechanics of Aberration"	_____	_____	_____
56.	DEMO:	How a person becomes aberrated and how this is remedied in processing.	_____	_____	_____
57.	Read:	"The Dynamics of Existence"	_____	_____	_____
58.	CLAY DEMO:	The dynamic principle of existence.	_____	_____	_____
59.	Read:	"General Description of Processing"	_____	_____	_____
60.	Read:	"Column AB, Present Time"	_____	_____	_____
61.	DEMO:	The importance of a person being in present time.	_____	_____	_____
62.	Read:	"Column AC, Straight Memory"	_____	_____	_____
63.	DEMO:	How the technique of Straight Memory can produce improvement in an individual.	_____	_____	_____
64.	Read:	"Column AD, Pleasure Moments"	_____	_____	_____
65.	DEMO:	"Happiness could be said to be the overcoming of not unknowable obstacles toward a known and desirable goal."	_____	_____	_____
66.	Read:	"Column AE, Imaginary Incidents"	_____	_____	_____
67.	DEMO:	The Three types of imagination.			
		1.	_____	_____	_____
		2.	_____	_____	_____
		3.	_____	_____	_____
68.	Read:	"Column AF, Locks"	_____	_____	_____
69.	Read:	"Column AG, Scanning Locks"	_____	_____	_____
70.	DEMO:	The purpose of Lock Scanning.	_____	_____	_____
71.	Read:	"Column AH, Secondary Engrams"	_____	_____	_____
72.	DEMO:	How the running of the secondary engrams produces a rise up the Tone Scale.	_____	_____	_____
73.	Read:	"Column AI, Engrams"	_____	_____	_____
74.	DEMO:	The anatomy of an engram.	_____	_____	_____
75.	Read:	"Column AJ, Chains of Engrams"	_____	_____	_____
76.	Read:	"Column AK, Circuits"	_____	_____	_____
77.	DEMO:	How circuits come about.	_____	_____	_____
78.	Read:	"Column AL, Condition of File Clerk"	_____	_____	_____
79.	DEMO:	The functions of the file clerk.	_____	_____	_____

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|-----|---|-------|-------|-------|
| 80. | Read: "Column AM, Hypnotic Level" | _____ | _____ | _____ |
| 81. | DEMO: Why hypnotism is destructive to a case and how it can be handled in processing. | _____ | _____ | _____ |
| 82. | Read: "Column AN, Level of Mind Alert" | _____ | _____ | _____ |
| 83. | Read: "Column AO, Relative Entheta on Case" | _____ | _____ | _____ |
| 84. | DEMO: How entheta is converted to theta and enMEST is converted to MEST through processing. | _____ | _____ | _____ |
| 85. | Read: "Column AP, Tone Level of Auditor Necessary to Handle Case" | _____ | _____ | _____ |
| 86. | Read: "How to Audit the Case" | _____ | _____ | _____ |
| 87. | PRACTICAL: Using the Chart of Human Evaluation, work out the tone levels of five people you have known. Write up what you found and how you determined the tone levels and turn this in to the Supervisor. | _____ | _____ | _____ |

**SECTION III:
METERING**

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|-----|--|-------|-------|-------|
| 1. | Lecture: 6207C12 "Meter Training" | _____ | _____ | _____ |
| 2. | HCOB 24 July 64 TA COUNTERS, USE OF | _____ | _____ | _____ |
| 3. | HCOB 28 Feb. 71 C/S Series 64RB
THE MISUNDERSTOOD WORD | _____ | _____ | _____ |
| 4. | CLAY DEMO: Why missing a read on an origin or clearing is a gross auditing error. | _____ | _____ | _____ |
| 5. | HCOB 8 June 61R E-METER WATCHING ARE YOU
Rev. 22.2.79 WAITING FOR TH EMETER TO
PLAY DIXIE? | _____ | _____ | _____ |
| 6. | DEMO: Why an auditor only takes up instant reads. | _____ | _____ | _____ |
| 7. | HCOB 23 May 62 E-METER READS PREPCHECKING
HOW METERS GET INVALIDATED | _____ | _____ | _____ |
| 8. | DEMO: The consequences of missing meter reads in terms of metering that pc in the future. | _____ | _____ | _____ |
| 9. | HCOB 20 Sep. 78 I AN INSTANT F/N IS A READ | _____ | _____ | _____ |
| 10. | DEMO: Two examples of circumstances when an instant F/N on an item or question would not be taken up by an auditor. | _____ | _____ | _____ |
| | 1. | _____ | _____ | _____ |
| | 2. | _____ | _____ | _____ |
| 11. | DEMO: Two examples of circumstances when an instant F/N on an item or question would be taken up by an auditor. | _____ | _____ | _____ |
| | 1. | _____ | _____ | _____ |

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|-----|-----------------|---------------------------------|-------|-------|-------|
| 2. | | | _____ | _____ | _____ |
| 12. | HCOB 18 Apr. 68 | NEEDLE REACTIONS ABOVE GRADE IV | _____ | _____ | _____ |
| 13. | HCOB 4 Dec. 78 | HOW TO READ THROUGH AN F/N | _____ | _____ | _____ |

**SECTION IV:
E-METER DRILLS**

- | | | | | | |
|-----|--|--|-------|-------|-------|
| 1. | DRILL: E-Meter Drill 1, "Touch and Let Go of the E-Meter" | | _____ | _____ | _____ |
| 2. | DRILL: E-Meter Drill 2, "E-Meter Familiarization" | | _____ | _____ | _____ |
| 3. | DRILL: E-Meter Drill 3, "Setting Up and Reading a Tone Arm Counter" (Refer to the owner's manual for your meter as needed.) | | _____ | _____ | _____ |
| 4. | DRILL: E-Meter Drill 3A, "Calibration Check of the E-Meter by External Precision Resistors" (Refer to the owner's manual for your meter as needed.) | | _____ | _____ | _____ |
| 5. | DRILL: E-Meter Drill 4, "Setting Up an E-Meter" (Refer to the owner's manual for your meter as needed.) | | _____ | _____ | _____ |
| 6. | DRILL: E-Meter Drill 5RB, "Can Squeeze" | | _____ | _____ | _____ |
| 7. | DRILL: E-Meter Drill 5-1, "Basal Metabolism Test" | | _____ | _____ | _____ |
| 8. | DRILL: E-Meter Drill 6, "Handling the Tone Arm and Sensitivity" | | _____ | _____ | _____ |
| 9. | DRILL: E-Meter Drill 7, "Tone Arm Reading" | | _____ | _____ | _____ |
| 10. | DRILL: E-Meter Drill 8, "Tone Arm Motion and No Motion Recognition" | | _____ | _____ | _____ |
| 11. | DRILL: E-Meter Drill 9, "Tone Arm Motion and Body Motion" | | _____ | _____ | _____ |
| 12. | DRILL: E-Meter Drill 10, "Tone Arm Blowdowns" | | _____ | _____ | _____ |
| 13. | DRILL: E-Meter Drill 11, "Superlative Tone Arm Handling" | | _____ | _____ | _____ |
| 14. | DRILL: E-Meter Drill 12, "Needle Actions" | | _____ | _____ | _____ |
| 15. | DRILL: E-Meter Drill 13, "Body Reactions" | | _____ | _____ | _____ |
| 16. | DRILL: E-Meter Drill 14, "Needle Motion and No Motion Recognition" | | _____ | _____ | _____ |
| 17. | DRILL: E-Meter Drill 15, "Familiarization with Reading an E-Meter" | | _____ | _____ | _____ |
| 18. | DRILL: E-Meter Drill 16, "The Production of Needle Actions" | | _____ | _____ | _____ |
| 19. | DRILL: E-Meter Drill 17, "What Makes the E-Meter Read and Cleaning a Read" | | _____ | _____ | _____ |
| 20. | DRILL: E-Meter Drill 18, "Instant Rudiment Reads" | | _____ | _____ | _____ |
| 21. | DRILL: E-Meter Drill 19, "Instant Reads" | | _____ | _____ | _____ |
| 22. | DRILL: E-Meter Drill 19-1, "Basic Use of Buttons" | | _____ | _____ | _____ |

**SECTION VII:
AUDITOR ADMIN**

- | | | | | | |
|-------|--|---|-------|-------|-------|
| 1. | HCOB 28 Oct. 87 | Auditor Admin Series 1RA
THE AUDITOR ADMIN SERIES
FOR USE BY ALL AUDITORS | _____ | _____ | _____ |
| 2. | DEMO: The purpose of auditor admin. | | _____ | _____ | _____ |
| 3. | HCOB 25 Aug. 71 | Auditor Admin Series 2
C/S Series 56
HOW TO GET RESULTS IN AN
HGC | _____ | _____ | _____ |
| 4. | ESSAY: How you could improve the tech results you achieve as an auditor by improving your handling of administration. | | _____ | _____ | _____ |
| * 5. | HCOB 13 Nov. 87 | Auditor Admin Series 3RA
THE PC FOLDER AND ITS
CONTENTS | _____ | _____ | _____ |
| * 6. | HCOB 29 Oct. 87 | Auditor Admin Series 4R
THE FOLDER | _____ | _____ | _____ |
| 7. | PRACTICAL: Examine a pc folder and note whether the folder itself is standardly marked per Auditor Admin Series 4R. If it is not, correct it. Coach checks the folder against Auditor Admin Series 4R and refers the student to the HCOB if there are any outnesses found. Pass when the student has demonstrated he Can ensure that a pc folder is standardly marked. | | _____ | _____ | _____ |
| * 8. | HCO PL 19 Mar. 72 I | Auditor Admin Series 5
C/Sing OR AUDITING WITHOUT
FOLDER STUDY | _____ | _____ | _____ |
| 9. | DEMO: Why it is vital to study a pc's folder before auditing that pc. | | _____ | _____ | _____ |
| 10. | HCOB 30 Oct. 87 | Auditor Admin Series 6RA
THE YELLOW SHEET | _____ | _____ | _____ |
| 11. | PRACTICAL: Examine the Yellow Sheet in a pc folder given to you for use in this drill by the Course Supervisor. If the Yellow Sheet is not Correctly filled out and in PT, correct it. Coach checks the Yellow Sheet against Auditor Admin Series 6RA and refers the student to the HCOB if there are any outnesses found. Pass when the student has demonstrated he can ensure that a Yellow Sheet is standardly marked. | | _____ | _____ | _____ |
| * 12. | HCOB 31 Oct. 87 | Auditor Admin Series 7RA
THE FOLDER SUMMARY | _____ | _____ | _____ |
| 13. | HCOB 1 Nov. 87 | Auditor Admin Series 8R
OCA GRAPHS | _____ | _____ | _____ |
| 14. | DEMO: Why more than one set of test scores would be marked on a single OCA graph. | | _____ | _____ | _____ |
| 15. | HCOB 2 Nov. 87 | Auditor Admin Series 9RA
THE PROGRAM SHEET | _____ | _____ | _____ |
| 16. | DEMO: The purpose and use of the program sheet. | | _____ | _____ | _____ |

17.	HCOB 5 Mar. 71	C/S Series 25 Auditor Admin Series 10 THE FANTASTIC NEW HGC LINE	_____	_____	_____
18.	DEMO:	The HGC line per Auditor Admin Series 10	_____	_____	_____
19.	HCOB 8 Mar. 71 I	Auditor Admin Series 11 EXAMINER'S FORM	_____	_____	_____
20.	HCOB 27 Nov. 87	Auditor Admin Series 11-1 EXAMINER'S FORM – ADDITIONAL DATA	_____	_____	_____
21.	HCOB 17 Mar. 69R II Rev. 12.1..87	Auditor Admin Series 12RA SUMMARY REPORT FORM	_____	_____	_____
22.	DEMO:	The purpose of the Summary Report Form.	_____	_____	_____
23.	HCOB 5 Nov. 87	Auditor Admin Series 13RA THE AUDITOR'S REPORT FORM	_____	_____	_____
*	24.	HCOB 6 Nov. 87	Auditor Admin Series 14RA THE WORKSHEETS	_____	_____
25.	HCOB 3 Nov. 71	Auditor Admin Series 15 C/S Series 66 AUDITOR'S WORKSHEETS	_____	_____	_____
*	26.	HCOB 29 Nov. 87	Auditor Admin Series 16RA CO9RRECTION LISTS	_____	_____
27.	HCOB 18 Oct. 70	Auditor Admin Series 17 AUDITOR'S STATS ON F/N VGI	_____	_____	_____
*	28.	HCOB 28 Nov. 87	Auditor Admin Series 18RA L&N LISTS	_____	_____
*	29.	HCOB 9 Nov. 87	Auditor Admin Series 19RA DIANETIC ASSESSMENT LISTS	_____	_____
*	30.	HCOB 10 Nov. 87	Auditor Admin Series 20RA MISCELLANEOUS REPORTS	_____	_____
*	31.	HCOB 8 Nov. 72RA Rev. 27.10.85	Auditor Admin Series 21RA THE DIANETIC FULL FLOW TABLE	_____	_____
*	32.	HCOB 12 Nov. 87	Auditor Admin Series 22RB FOLDER ERROR SUMMARY FORMAT	_____	_____
33.	HCOB 12 Nov. 87	Auditor Admin Series 23RB INVOICE FORM AND ROUTING FORMS	_____	_____	_____
*	34.	HCOB 29 Jan. 81RA I Rev. 9.4.91	Auditor Admin Series 24RB FES CHECKLIST AND SUMMARY	_____	_____
*	35.	HCOB 26 Oct. 76 I	C/S Series 97 Auditor Admin Series 25 AUDITING REPORTS, FALSIFYING OF	_____	_____

36. **DEMO:** Why it is vital to a pc's future that his auditors make complete and honest auditing reports. _____
- * 37. HCOB 26 Oct. 76 I C/S Series 98
Auditor Admin Series 26
AUDITING FOLDERS, OMISSIONS
IN COMPLETENESS _____
38. **PRACTICAL:** Examine a pc folder given to you by the Course Supervisor for use in this practical. Go through the folder making sure that each of the items it should contain is present, correctly filled out and in the correct position. Handle any outnesses you find so that the admin in the folder is completely standard. When you have done this, show the folder to the Supervisor for a pass. _____

**SECTION VIII:
INTERIORIZATION RUNDOWN SERIES**

- * 1. HCOB 4 Oct. 78 Int RD Series 1
INTERIORIZATION HANDLING
SIMPLIFIED _____
2. **CLAY DEMO:** What out-Int is composed of, in terms of flows and incidents. _____
- * 3. HCOB 4 Jan. 71RA Int RD Series 2R
Rev. 8.4.91 EXTERIORIZATION AND HIGH TA,
THE INTERIORIZATION
RUNDOWN REVISED _____
4. **DEMO:**
- a. Exteriorization. _____
- b. Interiorization. _____
- c. How out-Int can cause a high TA. _____
5. **DEMO:** The procedure for finding an Int button to run on a pc. _____
6. **DEMO:**
- a. The EP of Int Rundown. _____
- b. The phenomenon of sudden discharge of mass, TA blowdown and floating TA during the Int Rundown, showing what has happened with the pc's bank when this occurs and what the auditor does if it occurs. _____
- * 7. HCOB 30 May 70R Int RD Series 3
Rev. 23.9.78 INTERIORIZATION INTENSIVE
2-WAY COMM _____
8. **DEMO:** Why an Int Rundown must be followed by a 2-way comm session on Int-Ext. _____

9. **DRILL:** INT RUNDOWN on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. Drilling includes: _____
- a. Grooving in the procedure on the pc. _____
 - b. Clearing Exteriorization. _____
 - c. Checking and rehabbing “audited after exterior.” _____
 - d. Assessing the Int buttons. _____
 - e. Running a reading button R3RA. _____
 - f. Reassessing and running subsequent buttons. _____
 - g. Doing 2WC session on Int. _____
- * 10. HCOB 24 Sep. 78RB I Int RD Series 4RB
Rev. 4.2.89 THE END OF ENDLESS INT
REPAIR RUNDOWN _____
11. **DEMO:** How to determine whether the End of Endless Int Repair Rundown should be done on a pc. _____
12. **DEMO:** The purpose of the one-week wait. _____
13. **DEMO:** Why a C/S 53 must be assessed and handled to F/Ning list after the End of Endless Int Repair Rundown is completed. _____
14. **DRILL:** End of Endless Int Repair Rundown on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. Drilling includes: _____
- a. Grooving in the rundown on the pc. _____
 - b. Assessing the Int buttons. _____
 - c. Running a reading Int button on recalls. _____
 - d. Reassessing the flows. _____
 - e. Reassessing the Int buttons. _____
 - f. Assessing and handling the End of Endless Int Repair Rundown Debug Assessment. _____
- * 15. HCOB 6 Dec. 78 REVIVIFICATION _____
16. **DEMO:**
- a. Revivification. _____
 - b. What is done if the pc revivifies during the End of Endless Int Repair Rundown. _____

*	17.	HCOB 25 Sep. 78R I Rev. 8.4.91	Int RD Series 5R QUAD COMMANDS FOR INT BUTTONS			
*	18.	HCOB 11 Apr. 70R Rev. 23.9.78	Int RD Series 6 AUDITING PAS EXTERIOR			
	19.	DEMO: The symptoms which can indicate out-Int, per Int RD Series 6.				
		1.				
		2.				
		3.				
		4.				
		5.				
		6.				
*	20.	HCOB 6 May 70R Rev. 24.9.78	Int RD Series 7 BLOWS, AUDITING PAST EXTERIOR			
	21.	DEMO: How auditing past exteriorization without doing an Int Rundown or End of Endless Int Repair Rundown can cause a person to blow.				
*	22.	HCOB 20 Aug. 70R Rev. 23.9.78	Int RD Series 8 INTERIORIZATION RUNDOWN MUSTS			
	23.	DEMO: Why the Int Rundown must be completed in as few sessions as possible.				
*	24.	HCOB 13 Jan. 71R Rev. 24.9.78	Int RD Series 9 EXTERIORIZATION			
*	25.	HCOB 16 Dec. 71RB Rev. 24.9.78	C/S Series 35RB Int RD Series 10 INTERIORIZATION ERRORS			
	26.	DEMO: Why the pc must be cleared on the concept of Interiorization before Int is run.				
*	27.	HCOB 24 Sep. 71RA Rev. 4.2.89	Int RD Series 11R INTERIORIZATION RUNDOWN CORRECTION DRILL: DATE TO BLOW/LOCATE TO BLOW			
*	28.	HCOB 29 Oct. 71RA Rev. 23.9.78	Int RD Series 12 INT RUNDOWN CORRECTION LIST REVISED			

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|-----|------------------------------------|---|-------|-------|-------|
| 29. | DRILL: | Int Rundown Correction List on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. | _____ | _____ | _____ |
| 30. | HCOB 24 Sep. 78 II | Int RD Series 13
PREASSESSMENT, AESPs AND
INT | _____ | _____ | _____ |
| 31. | DEMO: | Why neither preassessment nor any form of AESPs are used in handling Int. | _____ | _____ | _____ |
| 32. | HCOB 25 Sep. 78R II
Rev. 4.2.89 | Int RD Series 14R
STAR-RATE CHECKOUTS FOR
INTERIORIZATION HANDLING | _____ | _____ | _____ |
| 33. | HCOB 17 Dec. 71RB
Rev. 24.9.78 | Int RD Series 15
C/S Series 23RB
INTERIORIZATION SUMMARY | _____ | _____ | _____ |
| 34. | HCOB 16 Oct. 78 II | Int RD Series 16
C/S Series 102
C/S CHECKLIST OF INT ERRORS | _____ | _____ | _____ |

**SECTION IX:
L&N VERIFICATION AND CORRECTION**

- | | | | | | | |
|----|-------------------|--|---------------------------------------|-------|-------|-------|
| * | 1. | HCOB 22 Aug. 66 | FLOATING NEEDLES LISTING
PROCESSES | _____ | _____ | _____ |
| * | 2. | HCOB 1 Aug. 68 | THE LAWS OF LISTING AND
NULLING | _____ | _____ | _____ |
| 3. | CLAY DEMO: | Each of the laws of Listing and Nulling. | | | | |
| | | Law 1 | | _____ | _____ | _____ |
| | | Law 2 | | _____ | _____ | _____ |
| | | Law 3 | | _____ | _____ | _____ |
| | | Law 4 | | _____ | _____ | _____ |
| | | Law 5 | | _____ | _____ | _____ |
| | | Law 6 | | _____ | _____ | _____ |
| | | Law 7 | | _____ | _____ | _____ |
| | | Law 8 | | _____ | _____ | _____ |
| | | Law 9 | | _____ | _____ | _____ |
| | | Law 10 | | _____ | _____ | _____ |
| | | Law 11 | | _____ | _____ | _____ |
| | | Law 12 | | _____ | _____ | _____ |

	Law 13		_____	_____	_____
	Law 14		_____	_____	_____
	Law 15		_____	_____	_____
	Law 16		_____	_____	_____
	Law 17		_____	_____	_____
	Law 18		_____	_____	_____
	Law 19		_____	_____	_____
	Law 20		_____	_____	_____
* 4.	HCOB 15 Dec. 68RB Rev. 28.4.89	L4BRB, FOR ASSESSMENT OF ALL LISTING ERRORS	_____	_____	_____
5.	DRILL:	L4BRB on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets.	_____	_____	_____
* 6.	HCOB 29 Sep. 68RA Rev. 18.10.86	LIST CORRECTION – THE SHORT L4	_____	_____	_____
7.	DRILL:	The Short L4 on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets.	_____	_____	_____
8.	HCOB 28 Feb. 71	C/S Series 24 METERING READING ITEMS	_____	_____	_____
9.	DEMO:	Why it is essential that an auditor never miss a read on an L&N question.	_____	_____	_____
* 10.	HCOB 20 Apr. 72II	C/S Series 78 PRODUCT PURPOSE AND WHY AND W/C ERROR CORRECTION	_____	_____	_____
11.	CLAY DEMO:				
	a.	The indicators of an out-list.	_____	_____	_____
	b.	How a person could have a wrong item from something other than an incorrectly done listing process.	_____	_____	_____
	c.	Why it is vital to get an out-list corrected rapidly.	_____	_____	_____
12.	HCOB 11 Apr. 77	LIST ERRORS CORRECTION OF	_____	_____	_____

- 13. **CLAY DEMO:** The usual reason for self-listing. _____
- * 14. HCOB 19 Nov. 78 L&N LISTS THE ITEM "ME" _____
- 15. HCOB 28 Nov. 87 Auditor Admin Series 18RA
L&N LISTS _____

**SECTION X:
PREPARED LISTS**

- 1. Lecture: 6403C03 "Auditing and Assessment" _____
- 2. **DEMO:** What you do as an auditor if the pc originates in the middle of an assessment. _____
- 3. Lecture: 6404C16 "Auditing by Lists" _____
- 4. **DEMO:** What is meant by the datum, "The needle, first and foremost, registers the session, and secondarily registers the process or reaction of the pc." _____
- 5. HCOB 28 May 70 CORRECTION LISTS, USE OF _____
- 6. **DEMO:** How a correction list is used in setting up a pc for auditing a major action. _____
- * 7. HCOB 14 Mar. 71R F/N EVERYTHING
Rev. 25.7.73 _____
- 8. **CLAY DEMO:** Why every reading item on a prepared list must be taken to an F/N. _____
- * 9. HCOB 10 June 71 I C/S Series 44R
C/S RULES, PROGRAMMING
FROM PREPARED LISTS _____
- 10. **DEMO:** The sequence in which reads on a prepared list are handled, and why. _____
- * 11. HCOB 3 July 71R AUDITING BY LISTS
Rev. 22.2.79 _____
- 12. **DEMO:** What to do if a pc volunteers some answer to an unreading question from a prepared list. _____
- * 13. HCOB 15 Oct. 73RC C/S Series 81RC
Rev. 26.7.86 NULLING AND F/Ning PREPARED
LISTS _____
- 14. **DEMO:** What you would do if doing a prepared list showed that the pc needed a major action _____
- 15. HCOB 6 Dec. 73 C/S Series 90
THE PRIMARY FAILURE _____
- * 16. HCOB 24 Oct. 76RA C/S Series 96RA
Rev. 12.7.88 DELIVERY REPAIR LISTS _____
- 17. HCOB 1 Dec. 74R WORD CLEARING LISTS FOR
PREPARED LIST _____
- * 18. HCOB 29 Apr. 80R PREPARED LISTS, THEIR VALUE
Rev. 26.7.86 AND PURPOSE _____

19. **DEMO:** The four general types of prepared lists and the use of each.
- a. An analysis list. _____
 - b. A direct auditing list. _____
 - c. A correction list. _____
 - d. A drill list. _____
20. HCOB 29 Nov. 87 Auditor Admin Series 16RA
CORRECTION LISTS _____
- (NOTE: The following tape includes a demonstration of LRH doing an assessment on a preclear. The tape is to be listened to as an example of standard assessment TRs.)
21. Lecture: 6306C26 "TV Demo: Listing Assessment for Engram Running, Part I" _____
22. HCOB 22 Apr. 80R ASSESSMENT DRILLS
Rev. 26.7.86 _____
23. **DRILL:**
- a. TR 1-Q1, "Pitch of the Statement and Question" _____
 - b. TR 1-Q2, "Walkabout Questions" _____
 - c. TR 1-Q3, "Single Word Question" _____
 - d. TR 1-Q4A, "Whole Sentence Questions" _____
 - e. TR 8-Q1, "Tone 40 Assessment" _____
 - f. TR 4/8-Q1, "Tone 40 Assessment Prepared List Session Drill" _____
 - g. TR 4/8-Q2, "Listing and Nulling Tone 40 Assessment" _____
- * 24. HCOB 24 Nov. 73RF I C/S Series 53RM LF (Long Form)
Rev. 26.7.86 HI-LO TA ASSESSMENT C/S _____
- * 25. HCOB 24 Nov. 73RE II C/S Series 53RM SF (Short Form)
Rev. 26.7.86 SHORT HI-LO TA ASSESSMENT
C/S _____
- * 26. HCOB 30 Oct. 78R II C/S SERIES 53, USE OF
Rev. 26.7.86 _____
27. **DEMO:** The purpose of the C/S 53. _____
28. **DEMO:** When you would use the C/S Series 53 Long Form and when you would use the C/S Series 53 Short Form. _____
29. **DEMO:** How reads on questions having to do with engrams and engram running are handled on a Clear or above. _____

30.	DRILL:	C/S Series 53 Short Form on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets.	_____	_____	_____
31.	HCOB 25 June 72	RECOVERING STUDENTS AND PCs	_____	_____	_____
32.	HCOB 15 Nov. 74 II	CFs, ARC BREAKS IN	_____	_____	_____
33.	HCOB 16 Jan. 84 II	Cramming Series 17 REPAIR OF PAST CRAMMING	_____	_____	_____
* 34.	HCOB 2 Aug. 69R Rev. 4.9.78	"LX" LISTS	_____	_____	_____
* 35.	HCOB 20 Sep. 78 II	LX LIST HANDLING	_____	_____	_____
* 36.	HCOB 5 Nov. 69R V Rev. 4.9.78	LX3 (ATTITUDES)	_____	_____	_____
* 37.	HCOB 3 Aug. 69R Rev. 22.8.78	LX2, EMOTIONAL ASSESSMENT LIST	_____	_____	_____
* 38.	HCOB 9 Aug. 69R I Rev. 21.8.78	LX1, (CONDITIONS)	_____	_____	_____
39.	DEMO:	The purpose of the LX Lists.	_____	_____	_____
40.	DEMO:	How the LX Lists are used.	_____	_____	_____
41.	CLAY DEMO:	The EP Lists are used.	_____	_____	_____
* 42.	HCO PL 7 Apr. 70RE Rev. 27.4.89	GREEN FORM	_____	_____	_____
43.	DRILL:	The Green Form on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets.	_____	_____	_____
* 44.	HCOB 30 June 71RD I Rev. 27.6.88	EXPANDED GREEN FORM 40RF GF 40XRF	_____	_____	_____
* 45.	HCOB 6 Mar. 71 I	C/S Series 26 NEW USES FOR THE GREEN FORM	_____	_____	_____
* 46.	HCOB 25 Nov. 71 II	RESISTIVE CASES FORMER THERAPY	_____	_____	_____
* 47.	HCOB 8 Dec. 78R II Rev. 27.6.88	GREEN FORM AND EXPANDED GREEN FORM 40RF, USE OF	_____	_____	_____

48. **DEMO:** How the Green Form is used.
- a. When ruds won't fly at the start of a session and TA is not high. _____
 - b. To sort out a case that is bugged and not making sense. _____
49. **DEMO:** How the GF 40XRF is used. _____
50. **DRILL:** GF 40 XRF on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. _____
- * 51. HCOB 27 Nov. 78RB Word Clearing Series 35RI
 Rev. 30.4.88 WORD CLEARING CORRECTION
 LIST

52. **DRILL:** Word Clearing Correction List on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. _____
- * 53. HCOB 15 Nov. 74R STUDENT REHABILITATION LIST
 Rev. 26.5.88

54. **DEMO:** The purpose of the Student Rehabilitation Lists. _____
- * 55. HCOB 4 May 81RA Study Series 10RA
 Rev. 27.6.88 STUDY GREEN FROM

56. **DEMO:**
- a. The purpose of the Study Green Form. _____
 - b. The EP of the Study Green Form. _____
- * 57. HCOB 19 Sep. 78R II THE END OF ENDLESS DRUG
 Rev. 31.1.79 RUNDOWNS REPAIR LIST

- * 58. HCOB 11 July 82 I QUESTIONABLE AUDITING
 REPAIR LIST

59. HCOB 11 July 82 II QUESTIONABLE AUDITING

60. **DEMO:** The additional questionable auditing handling steps.
- a. _____
 - b. _____
 - c. _____

- | | | | | | |
|-------|---|--|-------|-------|-------|
| 61. | HCOB 16 Oct. 78 I | REPAIR CORRECTION LIST | _____ | _____ | _____ |
| 62. | DEMO: When the Repair Correction List would be used. | | _____ | _____ | _____ |
| * 63. | HCOB 2 June 78RC
Rev. 18.6.88 | Cramming Series 14
CRAMMING REPAIR
ASSESSMENT LIST | _____ | _____ | _____ |
| * 64. | HCOB 27 Mar. 72RC III
Rev. 12.7.88 | AUDITOR CORRECTION LIST,
AUDITOR RECOVERY | _____ | _____ | _____ |
| * 65. | HCOB 12 Nov. 80R I
Rev. 12.7.88 | CASE SUPERVISOR
CORRECTION LIST | _____ | _____ | _____ |
| * 66. | HCOB 23 Dec. 80R I
Rev. 12.7.88 | EXECUTIVE CORRECTION LIST
CORRECTION LIST | _____ | _____ | _____ |
| * 67. | HCOB 22 Nov. 85 | FSM Series 9
FIELD STAFF MEMBER REPAIR
AND REVITALIZATION LIST | _____ | _____ | _____ |
| * 68. | HCOB 28 Aug. 70RB
Rev. 27.1.81 | HC OUTPOINT-PLUSPOINT LISTS
RB | _____ | _____ | _____ |
| 69. | DEMO: | | | | |
| | a. | The purpose of the HC Outpoint-Pluspoint Lists. | _____ | _____ | _____ |
| | b. | The EP of the HC Outpoint-Pluspoint Lists. | _____ | _____ | _____ |
| 70. | DRILL: HC Outpoint-Pluspoint Lists on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. | | _____ | _____ | _____ |

**SECTION XI:
FALSE PURPOSE RUNDOWN THEORY**

- | | | | | | |
|------|--|--|----------------|-------|-------|
| 1. | WORD CLEARING: | Clear the following in the Tech Dictionary and/or good dictionary in the student's language: | _____ | _____ | _____ |
| | Evil | _____ | Destructive | _____ | |
| | Harmful | _____ | Non-Survival | _____ | |
| | Survival | _____ | Intention | _____ | |
| | Impulse | _____ | Purpose | _____ | |
| | Postulate | _____ | Evil Purpose | _____ | |
| | Psychotic | _____ | Service Fac | _____ | |
| | Computation | _____ | Responsibility | _____ | |
| 2. | Read: <i>Advanced Procedure and Axioms</i>
(The entire book must be read before the end of the course.) | | _____ | _____ | _____ |
| * 3. | HCOB 15 Dec. 73 | THE CONTINUOUS MISSED W/H
AND CONTINUOUS OVERT WITH
DATA ON DEGRADED BEINGS
AND FALSE PTS CONDITONS | _____ | _____ | _____ |

- b. How getting off a person's evil purposes could install their progress on the Bridge. _____
- 24. Lecture: 6403C19 "Flattening a Process" _____
- 25. **DEMO:** How and auditor restimulates something to be run. _____
- 26. **DRILL:** Restimulating something to be run on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. The drill is done on a gradient, using nonsense or uncharged questions such as "Have you ever eaten an apple?" and grooves in the question to restimulate what is there to be run, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets. _____

**SECTION XII:
FALSE PURPOSE RUNDOWN PROCEDURE**

- 1. **WORD CLEARING:** Clear the following in the Tech Dictionary and/or good dictionary in the student's language: _____
 - Evil _____ Destructive _____
 - Harmful _____ Non-Survival _____
- 2. HCOB 5 June 84R False Purpose Rundown Series 1R
Rev. 11.1.90 FALSE PURPOSE RUNDOWN _____
- 3. HCOB 6 June 84R IV False Purpose Rundown Series 1R
Rev. 11.1.90 THE "LOST TECH" OF HANDLING
OVERTS AND EVIL PURPOSES _____
- * 4. HCOB 7 June 84 False Purpose Rundown Series 1R
THE PRIOR CONFUSION:
NEW TECH BREAKTHROUGH _____
- 5. **DEMO:** The mechanism of handling an evil purpose and why this works. _____
- 6. HCOB 8 June 84 False Purpose Rundown Series 4
FALSE PURPOSE RUNDOWN _____
- * 7. HCOB 9 June 84R False Purpose Rundown Series 5R
Rev. 3.5.85 AUDITING THE FALSE PURPOSE
RUNDOWN _____
- * 8. HCOB 10 June 84 False Purpose Rundown Series 6
FALSE PURPOSE RUNDOWN
COMMANDS _____
- 9. HCOB 10 June 84 False Purpose Rundown Series 9-1
FALSE PURPOSE RUNDOWN
CORRECTION LIST WORD LIST _____
- 10. HCOB 5 Sep. 78 ANATOMY OF A SERVICE
FACIMILE _____
- 11. HCOB 6 Sep. 78 II SERVICE FACSIMILES AND
ROCK SLAMS _____

12.	DEMO:	The difference between a Service Fac and a Rock Slam.	_____	_____	_____
13.	DRILL:	False Purpose Rundown on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. The drill is done on a gradient, using nonsense or uncharged questions such as "Have you ever eaten an apple?" and drills the procedure, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets.	_____	_____	_____
* 14.	HCOB 11 June 84	False Purpose Rundown Series 7 C/Sing THE FALSE PURPOSE RUNDOWN	_____	_____	_____
15.	DEMO:	The primary use of the False Purpose Rundown.	_____	_____	_____
16.	DRILL:	The two indicators that should be present at the EP of a particular False Purpose Rundown form:			
	1.		_____	_____	_____
	2.		_____	_____	_____
* 17.	HCOB 12 June 84	False Purpose Rundown Series 8 FALSE PURPOSE RUNDOWN ERRORS	_____	_____	_____
* 18.	HCOB 13 June 84R Rev. 1.8.90	False Purpose Rundown Series 9R FALSE PURPOSE RUNDOWN CORRECTION LIST	_____	_____	_____
19.	DRILL:	FPRD Correction List on a doll. Coach answers for the doll and holds the cans, squeezing them to simulate reads. On any flunk, the coach shows student the exact LRH reference violated. To begin with, the student simply assesses the list on the doll until student can call off the lines of the list smoothly and without flubs. Then coach simulates reads by squeezing the cans during the assessment. The drill is done on a gradient, building up to the point where the student can do the action bullbaited, handling the meter and keeping worksheets.	_____	_____	_____
20.	HCOB 14 June 84R	False Purpose Rundown Series 10-A FALSE PURPOSE RUNDOWN BASIC FORM	_____	_____	_____
21.	HCOB 13 May 85	False Purpose Rundown Series 10-D SECOND DYNAMIC FORM	_____	_____	_____
22.	HCOB 14 May 85	False Purpose Rundown Series 10-E MONEY AND FINANCE FORM	_____	_____	_____
* 23.	HCOB 21 May 85	C/S Series 121 False Purpose Rundown Series 9R TWO TYPES OF PTSes	_____	_____	_____
24.	DEMO:	The clue to a case that is Pretended PTS.	_____	_____	_____

**SECTION XIII:
REVIEW AUDITING**

1. **WORD CLEARING:** Clear the word "Review" in the Dianetics and Scientology Technical Dictionary. _____
2. **DEMO:** The purpose of Review. _____
4. Lecture: 6909C21 "Out-Tech" _____
5. **DEMO:** Why an auditor must know his tools very, very well and how he learns to use his tools. _____
6. **DEMO:** Demonstrate to another student an example of each of the eight truly important data in an auditing session.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
7. **DEMO:** Demonstrate to another student an example of each of the six reasons a case does not advance.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
8. Lecture: 6510C14 "Briefing of Review Auditors" _____
9. **CLAY DEMO:** An example of each of the following data:
 - a. "High TA equals overrun." _____
 - b. "A roly coaster equals a suppressive person in that person's vicinity." _____
 - c. "So any confusion, stupidity or upset from the level of training always comes from a word misunderstood, or a misunderstood thing, prior to the one the person insists on talking about." _____

**SECTION XIV:
THE BOOK OF CASE REMEDIES**

1. Lecture: 6410C27 "The Failed Case" _____

2. **DEMO:** Use of The Book of Case Remedies to handle a pc who is not making change under auditing. _____
3. Read: "Preface" _____
4. Read: "How to Use This Book" _____
5. Read: Book One: Chapter One: "The Tradition of Scientology" _____
6. **DEMO:** The gradient of states from Homo sapiens to Operating Thetan. _____
7. Read: Book One: Chapter Two: "Handling the Preclear" _____
8. **DEMO:** The secret of preclear gains. _____
9. Read: Book One: Chapter Three: "Keep the Pc Getting Audited" _____
10. **DEMO:** Why it is vitally necessary to keep the pc getting audited and getting wins. _____
11. Read: Book One: Chapter Four: "The PTP, Overt and ARC Break" _____
12. **DEMO:** How each of the following affect the pc in terms of his continuing to get auditing:
 - a. The present time problem _____
 - b. The overt act _____
 - c. The ARC break _____
13. Read: Book One: Chapter Five: "The Pc That Quits" _____
14. **DEMO:** The three things to be done in handling a pc who is about to blow or who blows.
 1. _____
 2. _____
 3. _____
15. Read: Book One: Chapter Six: "Table of Remedies" _____
16. Read: Book One: Chapter Seven: "Supervisor's Remedies" _____
17. **PRACTICAL:** Write a C/S using Remedy BG for a pc who was involved in mysticism prior to Scientology and who uses mystical terms continually. Turn your C/S in to the Supervisor. _____
18. Read: Book One: Chapter Eight: "Technical Notes" _____
19. **DEMO:** The difference between an ARC break assessment and a bypassed charge assessment, and an example of when each would be used. _____
20. Read: Book One: Chapter Nine: "Envoi" _____
21. **DEMO:** What you would do if another auditor told you a remedy "didn't work." _____

- | | | | | | |
|-----|--------------|---|-------|-------|-------|
| 22. | Read: | Book Two: Chapter One: "Prepared Lists, Their Value and Purpose" | _____ | _____ | _____ |
| 23. | DEMO: | The four general types of prepared lists and an example of each. | _____ | _____ | _____ |
| 24. | Read: | Book Two: Chapter Two: "Delivery Repair Lists" | _____ | _____ | _____ |
| 25. | Read: | Book Two: Chapter Three: "Green Form" | _____ | _____ | _____ |
| 26. | Read: | Book Two: Chapter Four: "Outline of PTS Handling" | _____ | _____ | _____ |
| 27. | DEMO: | The importance of education in PTS tech in successful PTS handlings. | _____ | _____ | _____ |
| 28. | DEMO: | The purpose of a PTS interview. | _____ | _____ | _____ |
| 29. | DEMO: | "Once the antagonistic terminal has been located, a handling is done to move the PTS person from effect to slight and gentle cause over his situation." | _____ | _____ | _____ |
| 30. | DEMO: | Why a full and complete handling would include getting the person through the PTS/SP Course. | _____ | _____ | _____ |
| 31. | Read: | Book Two: Chapter Five: "The Different Types of Word Clearing" | _____ | _____ | _____ |
| 32. | Read: | Book Two: Chapter Six: "Recovering Students and Pcs" | _____ | _____ | _____ |
| 33. | Read: | Book Two: Chapter Seven: "Pcs Who Refuse Auditing" | _____ | _____ | _____ |
| 34. | DEMO: | The steps for handling a pc who is refusing auditing. | _____ | _____ | _____ |
| | | 1. | _____ | _____ | _____ |
| | | 2. | _____ | _____ | _____ |
| | | 3. | _____ | _____ | _____ |
| | | 4. | _____ | _____ | _____ |
| | | 5. | _____ | _____ | _____ |
| | | 6. | _____ | _____ | _____ |
| | | 7. | _____ | _____ | _____ |
| 35. | Read: | Appendix: "Book of Case Remedies, Application of Tech" | _____ | _____ | _____ |

**SECTION XV:
ILLNESS, INJURIES AND ASSISTS**

- | | | | | | |
|------|-------------------------------------|--|-------|-------|-------|
| 1. | HCOB 19 July 69RA I
Rev. 21.9.78 | DIANETICS AND ILLNESS | _____ | _____ | _____ |
| 2. | DEMO: | The handling for a continual or recurring illness. | _____ | _____ | _____ |
| 3. | HCOB 24 July 69R
Rev. 24.7.78 | SERIOUSLY ILL PCs | _____ | _____ | _____ |
| * 4. | HCOB 11 July 73RB
Rev. 21.9.78 | ASSIST SUMMARY | _____ | _____ | _____ |

- | | | | | | |
|----|----------------------------------|---|-------|-------|-------|
| 5. | HCOB 29 July 81R
Rev. 13.4.91 | FULL ASSIST CHECKLIST FOR
INJURIES AND ILLNESSES | _____ | _____ | _____ |
| 6. | PRACTICAL: | A pc of yours has taken ill with a flu. He has a fever, body aches and pains, a runny nose and a bad cough. He got ill just after he completed two intensives of auditing on Expanded Grade 0. Using HCOB 29 July 81R, write an assist program for the pc to speed his recovery. Turn this program for the pc in to the Supervisor. | _____ | _____ | _____ |

**SECTION XVI:
NEW ERA DIANETICS REPAIRS AND REMEDIES**

- | | | | | | | |
|---|-----|--|---|-------|-------|-------|
| * | 1. | HCOB 7 Mar. 71RB
Rev. 3.2.89 | C/S Series 28RB
USE OF QUADRUPLE DIANETICS | _____ | _____ | _____ |
| * | 2. | HCOB 4 Apr. 71RB
Rev. 3.2.89 | C/S Series 32RB
USE OF QUAD DIANETICS | _____ | _____ | _____ |
| * | 3. | HCOB 5 Apr. 71RB I
Rev. 3.2.89 | C/S Series 33RB
TRIPLE AND QUAD RERUNS | _____ | _____ | _____ |
| | 4. | DEMO: Why reading flows of an item or grade must not be left unrun. | | _____ | _____ | _____ |
| * | 5. | HCOB 21 Apr. 71RD
Rev. 3.2.89 | C/S Series 36RB
QUADRUPLE DIANETICS
DANGERS OF | _____ | _____ | _____ |
| | 6. | HCOB 8 Nov. 71RA
Rev. 27.10.85 | Auditor Admin Series 21RA
THE DIANETICS FULL FLOW
TABLE | _____ | _____ | _____ |
| * | 7. | HCOB 11 Apr. 71RE
Rev. 8.4.88 | NED Series 20
L3RH, DIANETICS AND INT RD
REPAIR LIST | _____ | _____ | _____ |
| * | 8. | HCOB 10 June 72RA VI
Rev. 13.6.88 | NED Series 31
THE L3RH RUNDOWN
DIANETIC TRACK REPAIR | _____ | _____ | _____ |
| * | 9. | HCOB 16 Jan. 75R
Rev. 6.7.78 | PAST LIFE REMEDIES | _____ | _____ | _____ |
| * | 10. | HCOB 24 July 78 | NED Series 24
DIANETIC REMEDIES | _____ | _____ | _____ |
| * | 11. | HCOB 21 Aug. 78 | RUNNING FLOWS THAT WON'T
ERASE | _____ | _____ | _____ |
| * | 12. | HCOB 5 Dec. 78RB
Rev. 18.12.88 | C/S Series 105RB
CCRD Series 4R
CLEAR DATA | _____ | _____ | _____ |

**SECTION XVII:
NEW ERA DIANETICS REPAIRS AND REMEDIES**

- | | | | | | |
|----|-------------------|--|-------|-------|-------|
| 1. | PRACTICAL: | Compare before and after OCA test scores. Go to the folder archives of the org. Take a pc folder and look at an OCA test score before the pc received some auditing. Compare this to an OCA score after the auditing. Note the | _____ | _____ | _____ |
|----|-------------------|--|-------|-------|-------|

difference in scores. Repeat this with two more folders. From this study, write down what OCA tests reveal about a case. Turn your write-up in to the Supervisor.

- | | | | | | |
|-------|--------------------|--|-------|-------|-------|
| 2. | PRACTICAL: | Observe changes in cases from study of data in worksheets. Go to the folder archives of the org. Take a pc folder and open up a session. Note various tests such as meter trim, sensitivity, metabolism test, TA position and its behavior, needle behavior at session start and end of session, divisions of TA in the session. Go through the folder and note any changes in these tests as you check the sessions. When finished, write a report of what changes you noticed in the case from the above indicators. When finished, turn your write-up in to the Supervisor. | _____ | _____ | _____ |
| 3. | Lecture: | 6411C17 “Styles of Auditing” | _____ | _____ | _____ |
| 4. | DEMO: | How the styles of auditing at each level are gauged to what a pc will respond to at that level. | _____ | _____ | _____ |
| 5. | Lecture: | 6607C26 “The Classification Chart and Auditing” | _____ | _____ | _____ |
| 6. | DEMO: | Why a pc must be brought up through the Expanded Lower Grades, in sequence. | _____ | _____ | _____ |
| * 7. | HCOB 12 June 70 | C/S Series 2
PROGRAMMING OF CASES | _____ | _____ | _____ |
| 8. | DEMO: | The three types of programs. | | | |
| | | 1. | _____ | _____ | _____ |
| | | 2. | _____ | _____ | _____ |
| | | 3. | _____ | _____ | _____ |
| * 9. | HCOB 13 June 70 I | C/S Series 3
SESSION PRIORITIES REPAIR
PROGRAMS AND THEIR
PRIORITY | _____ | _____ | _____ |
| 10. | CLAY DEMO: | “THE WORSE THE CONDITION, THE LIGHTER THE REMEDY REQUIRED.” | _____ | _____ | _____ |
| * 11. | HCOB 14 June 70 | C/S Series 4
THE RETURN PROGRAM | _____ | _____ | _____ |
| * 12. | HCOB 15 June 70 | C/S Series 5
REPAIR EXAMPLE | _____ | _____ | _____ |
| * 13. | HCOB 16 June 70 I | C/S Series 6
KSW Series 20
WHAT THE C/S IS DOING | _____ | _____ | _____ |
| * 14. | HCOB 19 June 70 II | C/S Series 8
CHART OF HUMAN EVALUATION | _____ | _____ | _____ |
| 15. | DEMO: | “IF A PC IS STAYING AT A LEVEL OF THE CHART OR FALLS ON IT you know he is running above his level.” | _____ | _____ | _____ |
| * 16. | HCOB 24 June 70 | C/S Series 10
REPAIRING A REPAIR | _____ | _____ | _____ |

* 17.	HCOB 25 June 70	C/S SERIES 11	_____	_____	_____
18.	DEMO:	Why a person should not be audited when he is undergoing ethics actions, Comm Evs, amends projects or low conditions.	_____	_____	_____
* 19.	HCOB 16 Aug. 70R Rev. 7.7.78	C/S Series 15R GETTING THE F/N TO EXAMINER	_____	_____	_____
20.	DEMO:	Programming a case that has a chronic somatic.	_____	_____	_____
* 21.	HCOB 7 Sep. 71	C/S Series 58 PROGRAMMING CASES BACKWARDS	_____	_____	_____
* 22.	HCOB 28 Sep. 82	C/S Series 115 MIXING RUNDOWNS AND REPAIRS	_____	_____	_____
23.	DEMO:	The steps that would be taken to handle a case that had not been audited following the Grade Chart or which has been snarled up with interrupted rundowns or wrong repairs.			
	1.		_____	_____	_____
	2.		_____	_____	_____
	3.		_____	_____	_____
	4.		_____	_____	_____

**SECTION XVIII:
FOLDER ERROR SUMMARIES AND CASE REPAIR**

* 1.	HCOB 6 Oct. 70	C/S Series 19 FOLDER ERROR SUMMARIES	_____	_____	_____
* 2.	HCOB 8 Mar. 71R Rev. 25.7.78	C/S Series 29R CASE ACTIONS, OFF-LINE	_____	_____	_____
* 3.	HCOB 19 Mar. 71 I	C/S Series 30 C/Sing AUDITOR – C/Ses	_____	_____	_____
* 4.	HCOB 6 Apr. 71	C/S Series 34 NON-F/N CASES	_____	_____	_____
5.	DEMO:	What to do with a case that is not F/N, VGIs at the Examiner.	_____	_____	_____
* 6.	HCOB 26 May 71R Rev. 23.10.83	C/S Series 38R TRs COURSE AND AUDITING MIXING MAJOR ACTIONS	_____	_____	_____
* 7.	HCOB 28 Sep. 71	C/S Series 62 KNOW BEFORE YOU GO	_____	_____	_____
8.	DEMO:	Why a C/S must know exactly what is wrong with a case, and how he goes about finding out.	_____	_____	_____
* 9.	HCOB 3 Jan. 72R Rev. 20.6.89	C/S Series 69 REPAIRING A CASE	_____	_____	_____

10. **DEMO:** How to find what has to be repaired in a case that has begun to run poorly. _____
11. HCOB 29 Jan. 81RA I Auditor Admin Series 24RB
Rev. 9.4.91 FES CHECKLISTS AND SUMMA
SUMMARY _____
12. HCOB 11 Nov. 87 Auditor Admin Series 22RB
FOLDER ERROR SUMMARY
FORMAT _____
13. **DEMO:**
- a. What a Folder Error Summary should not contain. _____
- b. What a Folder Error Summary Should contain. _____

SECTION XIX: STUDENT THEORY COMPLETION

I have completed the requirements of this checksheet and I know and can apply this material.

I attest that:

- a. I fully understand and can apply the Auditor's Code.
- b. I understand and can use an e-meter with precision.
- c. I understand session admin.
- d. I understand and can use the prepared lists covered on this checksheet.
- e. I fully understand the theory of Interiorization and can apply it in auditing the Interiorization Rundown and End of Endless Int Repair Rundown.
- f. I fully understand the Laws of L&N and the tech of verification and correction of L&N lists.
- g. I understand and can apply the tech of Dating and Locating.
- h. I understand the theory behind the False Purpose Rundown and can apply the procedure.
- i. I have studied and can use the remedies contained in *The Book of Case Remedies*.
- j. I am thoroughly familiar with all aspects of auditor admin and can prepare and maintain a complete and standard pc folder.
- k. I am fully familiar with and can apply New Era Dianetics repair actions and remedies.
- l. I have studied and can deliver audited assist actions.
- m. I am familiar with the basics of case programming tech and can use them in proposing programs for my pcs.
- n. I can do a standard Folder Error Summary and can use Folder Error Summaries in debugging a case.

STUDENT ATTEST

DATE

I have trained this student to the best of my ability and he has completed the requirements of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST

DATE

Only when the student has acquired these skills without question will he or she achieve the ability to properly supervise a course room:

SECTION XX: STUDENT AUDITING

The student now begins student auditing of Class V Graduate Actions. Pcs are procured per HCO PL 8 June 70RC II, STUDENT AUDITING.

The Student must not and cannot be required by anyone to audit processes above his training level.

1. **PRACTICAL:** Audit pcs on at least four of the following prepared lists to completely satisfactory results by Exam Report and C/S attest:

- C/S Series 53 (Short or Long Form)
- Green Form GF 40XRF
- Word Clearing Correction List
- Auditor Correction List
- L4BRB
- Short L4
- Student Rehab List
- Student Correction List
- Study Green Form
- End of Endless Drug Rundowns Repair List
- Int Rundown Correction List
- Questionable Auditing Repair List
- Repair Correction List
- Purification Rundown Correction List
- Cramming Repair Assessment List
- Case Supervisor Correction List
- Course Supervisor Correction List
- Executive Correction List
- Field Staff Member Repair and Revitalization List
- HC Outpoint Pluspoint Lists
- LX Lists

Action Done: _____ Date: _____

C/S Attest: _____ Date: _____

Action Done: _____ Date: _____

C/S Attest: _____ Date: _____

Action Done: _____ Date: _____

C/S Attest: _____ Date: _____

Action Done: _____ Date: _____

C/S Attest: _____ Date: _____

2. **PRACTICAL:** Audit a pc on at least one of the following actions to completely satisfactory results by Exam Report and C/S attest:

- Interiorization Rundown
- End of Endless Int. Repair Rundown
- Verification/correction of past L&N lists
- Dating and Locating
- Any of the audited remedies in The Book of Case Remedies
- L3RH Rundown
- Past Life Remedy (using the prepared assessment and R3RA Steps)
- Pictures or Masses Remedy

False Purpose Rundown

Action Done: _____ Date: _____

C/S Attest: _____ Date: _____

- 3. PRACTICAL: Do a standard Folder Error Summary on a pc's folders and get this passed by a qualified Case Supervisor.

C/S Pass: _____ Date: _____

- 4. PRACTICAL: Write a standard Progress Program for a case in need of repair and get this passed by a qualified Case Supervisor.

C/S Pass: _____ Date: _____

- 5. CONDITIONAL: Get any errors or misunderstandings of the standard application of the materials of the level of Class V Graduate reviewed and corrected.

6. ATTESTATIONS:

I attest that I have successfully fulfilled the auditing requirements for certification at the level of Class V Graduate as given above.

STUDENT ATTEST DATE

I attest this student has successfully fulfilled the auditing requirements for certification at Class V Graduate level, as given above, and has demonstrated his competence in auditing the style of this level.

SUPERVISOR ATTEST DATE

STUDENT C/S ATTEST DATE

SECTION XXI:
STUDENT COURSE COMPLETION

1. STUDENT COMPLETION:

I have completed the requirements of this checksheet and I know and can apply this material.

STUDENT ATTEST DATE

I have trained this student to the best of my ability and he has completed the requirements of this checksheet and knows and can apply the checksheet data.

SUPERVISOR ATTEST DATE

Only when the student has acquired these skills without question will he or she achieve the ability to properly supervisor a course room:

2. STUDENT ATTEST AT C&A:

I attest:

- a. I have exchanged for my course. _____

- b. I have studied and understand all the materials on the checksheet. _____
- c. I have done all the drills on the checksheet. _____
- d. I can produce the results required in the materials of the course. _____

STUDENT ATTEST

DATE

C&A

DATE

The student is awarded the provisional certificate of INDEPENDENT CLASS V GRADUATE ADITOR.

(Route this checksheet to the Course Admin for filing in the student's folder.)

Revision by
Independent Checksheet Compilations

DK:jaw.jal