

CHECKSHEET OF 14 FEBRUARY 2011

Non-Confidential Downloads

**INDEPENDENT
SOLO AUDITOR COURSE
PART I**

“You wouldn’t put yourself and your case in the hands of an untrained or poorly trained auditor, would you?”

“You owe yourself the best auditor in the world on Solo, and that is you.” – LRH

NAME: _____ ORG: _____

POST/OCCUPATION: _____

DATE STARTED: _____ DATE COMPLETED: _____

PREREQUISITES: The Student Hat
A Professional TRs Course
HQS or any trained Auditor certificate (Level 0-V)
Has gone clear and is verified by CCRD or
Has completed Expanded Grades and NED auditing without having gone Clear.

MATERIALS: Independent Solo Auditor Course (Part I) Course Pack
Dianetics: The Modern Science of Mental Health
Self Analysis
Scientology: 8-8008
Dianetics 55!
Scientology: The Fundamentals of Thought
The Problems of Work
Scientology 0-8: The Book of Basics
Introducing the E-Meter
E-Meter Essentials
The Book of E-Meter Drills
Dianetics and Scientology Technical Dictionary
E-Meter

You may be credited with materials you have studied on previous checksheets.

SPECIAL NOTE: Your success on the OT courses is dependent upon your full application of study tech and honest application of the materials of this course. Your future on the route to full OT depends on this. A Solo auditor who is all-thumbs in session will have a difficult time making the incredible gains available to him on Advanced Courses because he will be distracted from his case. Per HCOB 26 Apr 71 II. SOLO COGNITIONS. "Where the Solo auditor fails, he has not learned his tools. The remedy is to make him learn them." This checksheet contains both the theory and Standard Tech Drills you need to become a competent Solo auditor and successfully audit yourself to the state of OT. Achieving this competence requires that you dedicate yourself to perfection of application.

E-METER DRILLS: The reason the few failures occur in Solo is because the auditor doesn't learn his meter well. Therefore, this checksheet requires the student to do the meter drills from The Book of E-Meter Drills and the HCOB on Solo E-Meter Drills five times through. This is accomplished as follows:

1. You first study basic E-Meter theory. Then you launch right into the E-Meter drills, doing them one time through, each drill to a full pass.
2. Now, having gained a solid familiarity of the meter, you will study advanced metering theory. This teaches you how the meter is used in auditing. This is a crucial point, so much so that you will then be required to demonstrate in clay how each E-Meter drill relates to an auditing session. Then, with a full knowledge of advanced meter theory and how the meter relates to auditing, you apply this newfound understanding by doing the drills a second time, to a full pass. This time you will gain even greater certainty, since you will now know the drills not just as a practical exercise, but as they are actually used!
3. Finally, the E-Meter drills are then done three more times through, from beginning to end. By drilling in this fashion you will achieve perfection in use of the E-Meter.

If you are a graduate of the Hubbard Professional Metering Course, or a Class IV Auditor or above, you may be credited with having done these drills twice. You would do Part 1 as listed above and then do the drills two more times. E-Meter drills done on any other training course are not credited.

STUDY TECH: Study tech is to be applied in full throughout this course. The materials are to be studied and drilled in sequence. By initialing the blank after each checksheet entry, you are attesting that you fully understand and can apply the data.

DRILLS ARE TO BE DONE FULLY TO THEIR RESULT. If you are not a fast flow student, you must star-rate check out on all items marked with an asterisk (*). (Ref. HCOB 13 Aug. 72RB, FAST FLOW TRAINING) The course does not require twinning.

PRODUCT: A pc or pre-OT who is competent in Solo auditing skills.

CERTIFICATE: Upon successful completion of this course, the student may be awarded the certificate of INDEPENDENT SOLO AUDITOR COURSE – PART I, which entitles the student to now enroll on Part II of the Independent Solo Auditor Course. Upon the completion of the Independent Solo Auditor Course – Part II the student is awarded the Independent Solo Auditor Certificate (Provisional).

LENGTH OF COURSE: Six weeks full time (40 hours per week).

**SECTION 0:
ORIENTATION**

* 1.	HCO PL 7 Feb. 65	KSW Series 1 KEEPING SCIENTOLOGY WORKING	_____	_____	_____
* 2.	HCO PL 17 June 70RB 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 I-A:
DIANETICS: THE MODERN
SCIENCE OF MENTAL HEALTH**

1.	Read: Synopsis	_____	_____	_____
2.	Read: Chapter: "How to Read This Book"	_____	_____	_____
3.	Read: Chapter: "The Scope of Dianetics"	_____	_____	_____
4.	DEMO: The thirteen things that Dianetics does and is:			

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. _____ | 2. _____ | 3. _____ | 4. _____ |
| 5. _____ | 6. _____ | 7. _____ | 8. _____ |
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | | | |
-
5. Read: Chapter: "The Clear" _____
 6. ESSAY: Give a description of a Clear, including what abilities to perceive, recall, return, imagine, create and compute exist for this state. _____
 7. Read: Chapter: "The Goal of Man" _____
 8. ESSAY: Give an example from your observations in life which show that the dynamic principle of existence is the goal of man and the common denominator of all his activities, and show how pain and pleasure relate to this dynamic principle. _____
 9. Read: Chapter: "The Four Dynamics" _____
 10. Read: Chapter: "Summary" _____
 11. SKETCH: Draw out the relationship between the Tone Scale zones and the dynamics. Show how all of this relates including the suppressor. _____
 12. Read: Chapter: "The Analytical Mind and the Standard Memory Banks" _____
 13. SKETCH: Diagram out the three minds described in the above chapter including the "monitor". Show how they relate to each other and the actions and functions of each. _____
 14. Read: Chapter: "The Reactive Mind" _____
 15. DEMO: The three types of engrams:
 - a. Contrasurvival Engram _____
 - b. Prosurvival Engram _____
 - c. Painful Emotion Engram _____
 16. SKETCH: How the reactive works on the equation of $A=A=A=A=A$. Give specific examples. _____
 17. Read: Chapter: "The Cell and the Organism" _____
 18. ESSAY: Write down what the one common denominator of all engrams is and what this results in every time an engram is restimulated. _____
 19. SKETCH: Diagram out each of the three kinds of thought of which the organism is capable. Include the mechanics of these. _____

20. Read: Chapter: "The Demons" _____
21. Read: Chapter: "Psychosomatic Illness" _____
22. DEMO: How engrams precipitate disease. _____
23. SKETCH: Diagram out an example of a sympathy engram. _____
24. Read: Chapter: "Emotions and the Dynamics" _____
25. ESSAY: Write out your own example of a complete cycle of emotion. _____
26. Read: Chapter: "Prenatal Experience and Birth" _____
27. Read: Chapter: "Contagion of Aberration" _____
28. SKETCH: Diagram out an example from your observations in life which shows the contagion of aberration in action. _____
29. Read: Chapter: "Keying In the Engram" _____
30. SKETCH: Diagram out what a "key-in" is. _____
31. Read: Chapter: "Preventive Dianetics" _____
32. ESSAY: Give a specific example describing three specific actions you can do to implement the two phases of Preventive Dianetics: (a) the prevention of engrams and (b) the prevention of the key-in. _____
33. Read: Chapter: "The Mind's Protection" _____
34. SKETCH: Diagram out the mechanism of how the mind protects itself and under what circumstances it does not protect itself. _____
35. Read: Chapter: "Release or Clear" _____
36. CLAY DEMO:
 - a. a Release _____
 - b. a Clear _____
37. Read: Chapter: "The Auditor's Role" _____
38. ESSAY: Describe what the auditor's role consists of _____
39. Read: Chapter: "Diagnosis" _____
40. Read: Chapter: "Returning, The File Clerk and the Time Track" _____
41. DEMO: "The object of the auditor is to take what the file clerk hands forth and to keep the file clerk from getting swamped by reactive data." _____
42. Read: Chapter: "The Laws of Returning" _____

43. DEMO: The six laws of returning
1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____
44. Read: Chapter: "Emotion and the Life Force" _____
45. Read: Chapter: "Some Types of Engrams" _____
46. ESSAY: Write out an example of each of the following: _____
- a. Constrasurvival Engram _____
- b. Prosurvival Engram _____
- c. Sympathy Engram _____
- d. Painful Emotion Engram _____
47. Read: Chapter: "Mechanisms and Aspects of Therapy – Part One" _____
48. Read: Chapter: "Mechanisms and Aspects of Therapy – Part Two" _____
49. ESSAY: Write out an example of each of the following: _____
- "I. The mind perceives, poses and resolves problems relating to survival." _____
- "II. The analytical mind computes in differences. The reactive mind computes in identities." _____
50. DEMO: Demo out each of the six mechanisms of protection. Give an example of each _____
- a. Physical pain _____
- b. Emotion in terms of captured units _____
- c. "Unconsciousness" _____
- d. The delayed character of the key-in _____
- e. Delay between restimulation and illness _____
- f. Utter irrationality _____
51. Read: Chapter: "Dianetics – Past and Future" _____

**SECTION I-B:
SELF-ANALYSIS**

1. Read: Introduction _____
2. Read: Chapter: "On Getting to Know Ourselves" _____
3. Read: Chapter: "On the Laws of Survival and Abundance" _____
4. CLAY DEMO: What survival is. _____

5. ESSAY: The relationship of abundance to survival and how you can apply this in life. Be specific. _____
6. Read: Chapter: "On the Death of Consciousness" _____
7. Read: Chapter: "On Our Efforts for Immortality" _____
8. DEMO: A specific example of what happiness is. _____
9. Read: Chapter: "On Raising Our Level of Consciousness" _____
10. SKETCH: Do a diagram of the following datum, showing how it works: _____

"One of the basic discoveries of Dianetics was that unconsciousness and all the pain attendant upon it was stored in a part of the mind and that this pain and unconsciousness accumulated until it caused the organism to begin to die."
11. Read: Chapter: "On Raising Our Level of Life and Behavior" _____
12. ESSAY: Describe the behavior of a person at each of the following tones: _____
 - a. Apathy _____
 - b. Grief _____
 - c. Fear _____
 - d. Anger _____
 - e. Antagonism _____
 - f. Boredom _____
 - g. Conservatism _____
 - h. Enthusiasm _____
13. Read: Chapter: "The Hubbard Chart of Human Evaluation" _____
14. PRACTICAL: Use the Chart of Human Evaluation and find the characteristics of someone you like on the chart. _____
15. ESSAY: Write an essay specifically on how you can use the Chart of Human Evaluation in employing people or in choosing partners or in certain environments or around certain people. _____
16. Read: Chapter: "Tone Scale Tests" _____
17. Read: Chapter: "How to Use the Disc" _____
18. Read: Chapter: "Processing Section" (not including the processing lists). _____

19. DEMO: How the recall of the type of incidents called for in Self Analysis can benefit a preclear. _____

**SECTION I-C:
SCIENTOLOGY: 8-8008**

1. Read: Chapter: "The Beingness of Man" _____

2. SKETCH: Fully diagram out the following:
"The impulse to survival is found to contain eight subimpulses." _____

3. Read: Chapter: "Theta – MEST Theory" _____

4. Read: Chapter: "Time, Space, Energy and Matter" _____

5. DEMO: _____

a. Time _____

b. Space _____

c. Energy _____

d. Matter _____

6. SKETCH: _____

a. A flow _____

b. A dispersal _____

c. A ridge _____

7. Read: Chapter: "Affinity, Communication and Reality" _____

8. SKETCH: How reality is established by wave direction or lack of motion. _____

9. ESSAY: Describe why *Homo sapiens* have two positions on the Tone Scale. _____

10. DEMO: How the MEST universe is a two-terminal universe. _____

11. Read: Chapter: "Identity Versus Individuality" _____

12. Read: Chapter: "Beingness, Doingness and Havingness" _____

13. ESSAY: Describe how Be, Have and Do are related to space, time and energy. _____

14. Read: Chapter: "Thought, Emotion and Effort" _____

15. Read: Chapter: "Facsimiles" _____

16. Read: Chapter: "Assist Processing" _____

17. Read: Chapter: "Cycle-of-Action" _____

18. Read: Chapter: "Related Experiences" _____

19. Read: Chapter: "Differentiation, Association and Identification" _____
20. CLAY DEMO:
 - a. Differentiation _____
 - b. Association _____
 - c. Identification _____
21. SKETCH: "As the preclear goes down the Tone Scale, he is less capable of differentiation and is thus less and less capable of handling energy and is more and more subject to energy, until at last he will not emanate or handle energy." _____
22. Read: Chapter: "Patterns of Energy" _____
23. Read: Chapter: "Black and White" _____
24. Read: Chapter: "Perception" _____
25. Read: Chapter: "Force" _____
26. Read: Chapter: "Responsibility" _____
27. Read: Chapter: "The Chart of Attitudes" _____
28. Read: Chapter: "The Code of Honor" _____
29. Read: Chapter: "The Emotional Scale and Sub-Zero Tone Scale" _____
30. Read: Chapter: "The Dichotomies" _____
31. Read: Chapter: "Methods of Running" _____
32. Read: Chapter: "Creative Processing" _____
33. Read: Chapter: "Postulate Processing" _____
34. Read: Chapter: "The Anatomy of Space" _____
35. Read: Chapter: "General Processing" _____
36. Read: Chapter: "Standard Operating Procedure , Issue 3" _____
37. Read: Chapter: "Be, Do, Have & Space, Energy, Time Triangle" _____
38. Read: Chapter: "Creation and Destruction" _____
39. Read: Chapter: "The Factors" _____
40. SKETCH: Diagram out each of the Factors. You may use one sketch to show more than one factor at a time.
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____

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|-----------|-----------|-----------|-----------|
| 9. _____ | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |
| 21. _____ | 22. _____ | 23. _____ | 24. _____ |
| 25. _____ | 26. _____ | 27. _____ | 28. _____ |
| 29. _____ | 30. _____ | | |

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|--|-------|-------|-------|
| 41. Read: Chapter: "Viewpoints & Dimension Points" | _____ | _____ | _____ |
| 42. Read: Chapter: "Universes" | _____ | _____ | _____ |
| 43. Read: Chapter: "Behavior of Universes" | _____ | _____ | _____ |
| 44. Read: Chapter: "Terminals" | _____ | _____ | _____ |
| 45. Read: Chapter: "Logic" | _____ | _____ | _____ |
| 46. Read: Chapter: "Assists" | _____ | _____ | _____ |
| 47. Read: Chapter: "Communication" | _____ | _____ | _____ |

**SECTION I-D:
DIANETICS 55!**

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|---|-------|-------|-------|
| 1. Read: PREFACE | _____ | _____ | _____ |
| 2. Read: Chapter: "Dianetics" | _____ | _____ | _____ |
| 3. Read: Chapter: "The Fundamentals of Life" | _____ | _____ | _____ |
| 4. SKETCH: How the essence of time is change and how something which is unchanging is enduring. | _____ | _____ | _____ |
| 5. SKETCH: Diagram out in detail the following quote: "In view of the fact that these facsimiles, particularly those of silence, can 'stay with' the individual, then we get the entire mechanism we call 'restimulation' where the environment reactivates a facsimile, which then acts back against the body or awareness of awareness unit of the person." | _____ | _____ | _____ |
| 6. SKETCH: Diagram out the phenomenon known as "stuck on the time track." | _____ | _____ | _____ |
| 7. Read: Chapter: "The Awareness of Awareness Unit" | _____ | _____ | _____ |
| 8. SKETCH: An awareness of awareness unit in relation to an analytical mind, a reactive mind, a body, clothes, etc. | _____ | _____ | _____ |
| 9. SKETCH: Diagram out the definition of a static:

"...an actuality of no mass, no wavelength, no position in space or relation in time, but with the quality of creating or destroying mass or energy, of locating itself or creating space, and in re-relating time." | _____ | _____ | _____ |

10. Read: Chapter: "Accent on Ability" _____
11. CLAY DEMO:
 - a. Affinity _____
 - b. Reality _____
 - c. Communication _____
12. ESSAY: Write an essay on what the following quote mean and how you might use this datum: "The accent is on ability." _____
13. Read: Chapter: "The Auditors Code" _____
14. Read: Chapter: "Trapped" _____
15. DEMO: The anatomy of entrapment. _____
16. PRACTICAL: Using the component parts of freedom (affinity, reality and communication) work out and write down how you could apply this to handling some area of entrapment in your own life. _____
17. Read: Chapter: "Communication" _____
18. SKETCH: The cycle of communication. _____
19. PRACTICAL: Have a short conversation with another student, utilizing the full cycle of communication as described in the above chapter of Dianetics 55! Choose a subject on which you both have reality and have a communication cycle which results in increased affinity between you and the other student. Write up what you learned from this. _____
20. Read: Chapter: "The Application of Communication" _____
21. SKETCH: Diagram out what occurs when a cycle of communication is not completed. _____
22. Read: Chapter: "Two-way Communication" _____
23. CLAY DEMO: "Two-Way Communication" _____
24. SKETCH: How flows become stuck on the two-way cycle of communication. _____
25. Read: Chapter: "Communication Lag" _____
26. SKETCH: Diagram out what a communication lag is. _____
27. PRACTICAL: Go around the organization and observe two people involved in a conversation. Notice any comm lag between a question being asked and its response. Do this many times, observing different people involved in comm cycles until you can _____

recognize communication lags with ease.

- 28. Read: Chapter: "Pan-Determinism" _____
- 29. SKETCH: Diagram out the precision definition of pan-determinism and how you might apply it. _____
- 30. SKETCH: "...one has to fall away from pan-determinism to get into any of the traps of communication at all." _____
- 31. Read: Chapter: "The Six Basic Processes" _____
- 32. DEMO: "Auditing is the start, change and stop of aberration, or the creation of ability." _____
- 33. Read: Chapter: "The Processing of Communication" _____
- 34. ESSAY: Describe how you can apply the following datum as a Solo auditor: "An individual who cannot communicate with something will become the victim of that something. That which a person withdraws from in this universe becomes, to a marked degree, his master." _____
- 35. Read: Chapter: "The One-Shot Clear" _____
- 36. ESSAY: Describe an example the following: "One can have a game and know it. He can be in a game and not know it. The difference is his determinism." _____
- 37. Read: Chapter: "A-R-C Processing" _____
- 38. DEMO:
 - a. Process toward truth _____
 - b. Process toward ability _____
 - c. Process toward life _____
- 39. Read: Chapter: "Exteriorization" _____
- 40. HCOB 5 Apr. 73 AXIOM 28 AMENDED _____
- 41. CLAY DEMO: Axiom 28 showing all of its parts. _____
- 42. ESSAY: Write down what could be the result of a communication cycle when some part of Axiom 28 is violated. _____

**SECTION I-E:
SCIENTOLOGY: THE
FUNDAMENTALS OF THOUGHT**

- 1. Read: Chapter: "Scientology Questions and Answers" _____
- 2. Read: Chapter: "Basic Principles" _____
- 3. Read: Chapter: "The Cycle of Action" _____

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|-----|--|-------|-------|-------|
| 4. | SKETCH: The actual cycle of action, including all of its parts and the sequence in which they progress. | _____ | _____ | _____ |
| 5. | Read: Chapter: "The Conditions of Existence" | _____ | _____ | _____ |
| 6. | CLAY DEMO: Each of the conditions of existence in one large clay or in three smaller clay demos. | | | |
| a. | Be | _____ | _____ | _____ |
| b. | Do | _____ | _____ | _____ |
| c. | Have | _____ | _____ | _____ |
| 7. | Read: Chapter: "The Eight Dynamics" | _____ | _____ | _____ |
| 8. | DEMO: Each of the Eight Dynamics. | | | |
| a. | First Dynamic | _____ | _____ | _____ |
| b. | Second Dynamic | _____ | _____ | _____ |
| c. | Third Dynamic | _____ | _____ | _____ |
| d. | Fourth Dynamic | _____ | _____ | _____ |
| e. | Fifth Dynamic | _____ | _____ | _____ |
| f. | Sixth Dynamic | _____ | _____ | _____ |
| g. | Seventh Dynamic | _____ | _____ | _____ |
| h. | Eighth Dynamic | _____ | _____ | _____ |
| 9. | Read: Chapter: "The ARC Triangle" | _____ | _____ | _____ |
| 10. | DEMO: What is the most important part of the ARC triangle and why. | _____ | _____ | _____ |
| 11. | Read: Chapter: "The Reason Why" | _____ | _____ | _____ |
| 12. | DEMO: Why life is a game and what the ability to play a game consist of. | _____ | _____ | _____ |
| 13. | Read: Chapter: "The Parts of Man" | _____ | _____ | _____ |
| 14. | Read: Chapter: "Causation and Knowledge" | _____ | _____ | _____ |
| 15. | DEMO: How anxieties and upsets in human relations can come about through an imbalance of cause and effect. | _____ | _____ | _____ |
| 16. | Read: Chapter: "Know and Not-Know" | _____ | _____ | _____ |
| 17. | Read: Chapter: "The Goal of Scientology" | _____ | _____ | _____ |
| 18. | DEMO: What the goal of Scientology is. | _____ | _____ | _____ |
| 19. | Read: Chapter: "Scientology Processing" | _____ | _____ | _____ |
| 20. | ESSAY: Describe how any hope or promise in Scientology is conditional upon its good use by | _____ | _____ | _____ |

the individual and its use in particular within the limits of the Auditor's Code and the Code of a Scientologist.

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|-----|-------|---|-------|-------|-------|
| 21. | Read: | Chapter: "Beingness, Doingness and Havingness" | _____ | _____ | _____ |
| 22. | Read: | Chapter: "Self-Determinism and Pan-Determinism" | _____ | _____ | _____ |
| 23. | Read: | Chapter: "Game and No-Game Conditions" | _____ | _____ | _____ |
| 24. | Read: | Chapter: "Auditing: Procedures and Processes" | _____ | _____ | _____ |
| 25. | Read: | Epilogue: "The Future of Scientology" | _____ | _____ | _____ |

**SECTION I-F:
THE PROBLEMS OF WORK**

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|-----|--------|---|-------|-------|-------|
| 1. | Read: | Chapter: "On What Does Holding a Job Depend" | _____ | _____ | _____ |
| 2. | DEMO: | All security derives from knowledge. | _____ | _____ | _____ |
| 3. | Read: | Chapter: "Handling the Confusions of the Work a Day World" | _____ | _____ | _____ |
| 4. | DEMO: | The definition of confusion. | _____ | _____ | _____ |
| 5. | DEMO: | What a stable datum is. | _____ | _____ | _____ |
| 6. | ESSAY: | Describe a specific situation in your life and how you could improve it by applying the Doctrine of the Stable Datum. | _____ | _____ | _____ |
| 7. | Read: | Chapter: "Is Work Necessary?" | _____ | _____ | _____ |
| 8. | Read: | Chapter: "The Secret of Efficiency" | _____ | _____ | _____ |
| 9. | Read: | Chapter: "Life as a Game" | _____ | _____ | _____ |
| 10. | DEMO: | What a game consist of. | _____ | _____ | _____ |
| 11. | Read: | Chapter: "Affinity, Reality and Communication" | _____ | _____ | _____ |
| 12. | Read: | Chapter: "Exhaustion" | _____ | _____ | _____ |
| 13. | DEMO: | What exhaustion stems from and how it can be handled. | _____ | _____ | _____ |
| 14. | Read: | Chapter: "The Man Who Succeeds" | _____ | _____ | _____ |

**SECTION I-G:
SCIENTOLOGY 0-8:
THE BOOK OF BASICS**

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|----|-------|---|-------|-------|-------|
| 1. | Read: | Chapter: "The Aims of Scientology" | _____ | _____ | _____ |
| 2. | Read: | Chapter: "Definitions & Symbols" | _____ | _____ | _____ |
| 3. | DEMO: | "Little by little one can make anything go right by: INCREASING KNOWLEDGE on all dynamics, INCREASING RESPONSIBILITY on all dynamics, INCREASING CONTROL on all | _____ | _____ | _____ |

dynamics.

- 4. Read: Chapter: "The Equations, Logics & Axioms of Dianetics" _____
- 5. DEMO: What a stable datum is. _____
- 6. SKETCH: Diagram out the Primary Axioms of Dianetics:
 - 1. _____ 2. _____ 3. _____ 4. _____
 - 5. _____ 6. _____
- 7. Read: Chapter: "The Q's, Prelogics & Axioms of Scientology" _____
- 8. DEMO: Each of the Q's.
 - 1. _____ 2. _____ 3. _____ 4. _____
 - 5. _____ 6. _____ 7. _____
- 9. DEMO: Each Axiom of Scientology.
 - 1. _____ 2. _____ 3. _____ 4. _____
 - 5. _____ 6. _____ 7. _____ 8. _____
 - 9. _____ 10. _____ 11. _____ 12. _____
 - 13. _____ 14. _____ 15. _____ 16. _____
 - 17. _____ 18. _____ 19. _____ 20. _____
 - 21. _____ 22. _____ 23. _____ 24. _____
 - 25. _____ 26. _____ 27. _____ 28. _____
 - 29. _____ 30. _____ 31. _____ 32. _____
 - 32. _____ 33. _____ 34. _____ 35. _____
 - 36. _____ 37. _____ 38. _____ 39. _____
 - 40. _____ 41. _____ 42. _____ 43. _____
 - 44. _____ 45. _____ 46. _____ 47. _____
 - 48. _____ 49. _____ 50. _____ 51. _____
 - 52. _____ 53. _____ 54. _____ 55. _____
 - 56. _____ 57. _____ 58. _____
- 10. Read: Chapter: "The Factors" _____
- 11. Read: Chapter: "The Dynamics" _____
- 12. Read: Chapter: "Scales & Charts" _____
- 13. DEMO: "The gradient scale is a way of thinking about the Universe which approximates the actual" _____

conditions of the universe more closely than any other existing logical method.”

- 14. DEMO: What is the reality of someone at each point of the Reality Scale. _____
- 15. DEMO: What is the responsibility of someone at each point of the Responsibility Scale. _____
- 16. DEMO: "Wherever along any of the dynamics the individual cannot conceive himself to be able to create, on that level he will be found aberrated to the degree that he does not believe himself able to create." Cycle of Action Scale _____
- 17. DEMO: An example of "Effect tolerable on self" and "Effect believed necessary on others" for five different levels of the Tone Scale. _____
- 18. Read: Chapter: "Codes & Principles of Conduct" _____
- 19. DEMO: An Example of how you could apply each point of the code of honor.
 - 1. _____ 2. _____ 3. _____ 4. _____
 - 5. _____ 6. _____ 7. _____ 8. _____
 - 9. _____ 10. _____ 11. _____ 12. _____
 - 13. _____ 14. _____ 15. _____
- 20. Read: Chapter: "The Creed of the Church of Scientology" _____
- 21. Read: Chapter: "Scientology & The Bridge" _____

**SECTION II:
TRs & METERING**

- 1. HCOB 22 Apr. 80R ASSESSMENT DRILLS
Rev. 26.7.86 (section on TR 8-Q) _____
- 2. **DRILL:** TR 8-Q: "Tone 40 Assessment" _____
- 3. Book: *Introducing the E-Meter*

Have an E-Meter to hand while you study this book. Do the actions described in the book with your meter. The student must perform each step as called for in the book. (Refer to the owner's manual for your meter as needed.)

 - a. Chapter: "How the E-Meter Works" _____
 - b. Chapter: "Setting Up the E-Meter" _____
 - c. Chapter: "The Sensitivity Knob" _____
 - d. Chapter: "The Needle" _____
 - e. Chapter: "The Tone Arm" _____
 - f. Chapter: "Needle Action" _____

- g. Chapter: "Meter Repair" _____
- h. Chapter: "Get E-Meter Training" _____
4. Book: *The Book of E-Meter Drills*
Forward _____
5. HCOB 10 Dec. 65 E-METER DRILL
COACHING _____
- Read and word clear each of the following drills from the
Book of E-meter Drills before each one.
6. **DRILL:** E-Meter Drill 1:
"Touch and Let Go of the E-Meter" _____
7. **DRILL:** E-Meter Drill 2:
"E-Meter Familiarization" _____
8. **DRILL:** E-Meter Drill 3:
"Setting Up and Reading a Tone Arm
Counter" (Refer to the owner's manual
for your meter as needed.) _____
9. **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.) _____
10. **DRILL:** E-Meter Drill 4:
"Setting Up an E-Meter" (Refer to the
owner's manual for your meter as
needed.) _____
11. HCOB 11 May 69R METER TRIM CHECK
Rev. 8.7.78 _____
12. **DRILL:** Doing a meter trim check per HCOB 11 May
69R. The coach adjusts the meter so that it is
slightly out of trim before the student does the
check. He than turns the meter over to the
student, who dos a standard after-session
meter trim check and notes down the TA
position found on the check. Coach gives a
flunk for any departure from the meter trim
check HCOB violated. The drill is passed when
the student has demonstrated he can do a
standard an accurate meter trim check _____
13. **DRILL:** E-Meter Drill 5RB:
"Can Squeeze" _____
14. **DRILL:** E-Meter Drill 5-1:
"Basal Metabolism Test" _____
15. **DRILL:** E-Meter Drill 6:
"Handling the Tone Arm and Sensitivity" _____
16. **DRILL:** E-Meter Drill 7:
"Tone Arm Reading" _____

17.	DRILL:	E-Meter Drill 8: "Tone Arm Motion and No Motion"	_____	_____	_____
18.	DRILL:	E-Meter Drill 9: "Tone Arm Motion and Body Motion"	_____	_____	_____
19.	DRILL:	E-Meter Drill 10: "Tone Arm Blowdowns"	_____	_____	_____
20.	DRILL:	E-Meter Drill 11: "Superlative Tone Arm Handling"	_____	_____	_____
21.	Book:	<i>E-Meter Essentials</i> Chapter F	_____	_____	_____
22.	HCOB 21 July 78	WHAT IS A FLOATING NEEDLE?	_____	_____	_____
23.	DRILL:	E-Meter Drill 12: "Needle Actions"	_____	_____	_____
24.	DRILL:	E-Meter Drill 13: "Body Reactions"	_____	_____	_____
25.	DRILL:	E-Meter Drill 14: "Needle Motion and No Motion Recognition"	_____	_____	_____
26.	DRILL:	E-Meter Drill 15: "Familiarization with Reading an E-Meter"	_____	_____	_____
27.	DRILL:	E-Meter Drill 16: "The Production of Needle Actions"	_____	_____	_____
28.	DRILL:	E-Meter Drill 17: "What Makes the E-Meter Read and Cleaning a Read"	_____	_____	_____
29.	DRILL:	E-Meter Drill 18: "Instant Rudiment Reads"	_____	_____	_____
30.	HCOB 5 Aug. 78	INSTANT READS	_____	_____	_____
31.	DRILL:	E-Meter Drill 19: "Instant Reads"	_____	_____	_____
32.	DRILL:	E-Meter Drill 20: "How to Dirty and Clean a Needle"	_____	_____	_____
33.	HCOB 22 July 78	ASSESSMENT TRs	_____	_____	_____
34.	DRILL:	E-Meter Drill 21: "E-Meter Steering"	_____	_____	_____
35.	DRILL:	E-Meter Drill 22: "E-Meter Hidden Date, This Life"	_____	_____	_____
36.	DRILL:	E-Meter Drill 23: "Assessment by Tone Arm"	_____	_____	_____
37.	DRILL:	E-Meter Drill 24: "Assessment by Instant Read"	_____	_____	_____

- 38. **DRILL:** E-Meter Drill 25:
"Track Dating" _____
- 39. **DRILL:** E-Meter Drill 26:
"Differentiation Between Sizes of Needle
Reads" _____
- 40. **DRILL:** E-Meter Drill 27:
"Needle Observation" _____

**SECTION III:
AUDITOR ADMIN**

- 1. HCOB 29 Oct. 87 Auditor Admin Series 4R
THE FOLDER _____
- 2. DEMO: What is contained in a Solo folder. _____
- 3. HCOB 31 Oct. 87 Auditor Admin Series 7RA
THE FOLDER SUMMARY _____
- 4. ESSAY: Explain why a Folder Summary is kept and give
an example of how this would be useful to a Solo
auditor or his C/S. _____
- 5. HCO PL 8 Mar. 71 I Auditor Admin Series 11
EXAMINER'S FORM _____
- 6. HCOB 6 Nov. 87 Auditor Admin Series 14RA
THE WORKSHEETS _____
- 7. DEMO: The important points of a session worksheet.
A. _____ B. _____ C. _____ D. _____
E. _____ F. _____ G. _____ H. _____
- 8. DEMO: The purpose of session worksheets _____
- 9. HCOB 26 Oct. 76 C/S Series 97
Auditor Admin Series 25
AUDITING REPORTS
FALSIFYING OF _____
- 10. PRACTICAL: Make up the following assemble them into
the proper sequence and turn them in to
the Supervisor for a pass:
 - a. A dummy set of worksheets showing the process "Do
birds fly?" run to EP. Must include all the points listed in
HCOB 6 Nov. 87, including marking TA, GIs or BIs,
cognitions, reads, process and so on. _____
 - b. A dummy Folder Summary for the session. _____
 - c. A Solo folder including all standard color codes and
markings _____

**SECTION IV:
AUDITING BASICS**

- 1. HCO PL 14 Oct. 68RA THE AUDITOR'S CODE
Rev. 19.6.80 _____

- | | | | | |
|----|--|-------|-------|-------|
| 5. | DRILL: E-Meter Drill CR0000-4: "See the Session" | _____ | _____ | _____ |
| 6. | DRILL: Flying ruds 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. Each part of 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. Each step includes drilling the standard use of Suppress and False buttons. | | | |
| | a. Drill flying the ARC break rud. | | | |
| | Unbullbaited | _____ | _____ | _____ |
| | Bullbaited | _____ | _____ | _____ |
| | b. Drill flying the present time problem rud. | | | |
| | Unbullbaited | _____ | _____ | _____ |
| | Bullbaited | _____ | _____ | _____ |
| | c. Drill flying the missed withhold rud. | | | |
| | Unbullbaited | _____ | _____ | _____ |
| | Bullbaited | _____ | _____ | _____ |
| | d. Drill flying three ruds. | | | |
| | Unbullbaited | _____ | _____ | _____ |
| | Bullbaited | _____ | _____ | _____ |

**SECTION VI:
PC INDICATORS**

- | | | | | | |
|----|------------------------------------|---------------|-------|-------|-------|
| 1. | HCOB 3 May 80 | PC INDICATORS | _____ | _____ | _____ |
| 2. | DEMO: What an indicator is. | | _____ | _____ | _____ |

**SECTION VII:
RELEASE REHABILITATION**

- | | | | | | | |
|---|----|---|------------|-------|-------|-------|
| * | 1. | HCOB 19 Dec. 80R
Rev. 16.11.87 | REHAB TECH | _____ | _____ | _____ |
| | 2. | CLAY DEMO: What happens in the pc's bank when he gets overrun and how you handle this by rehab procedure. | | _____ | _____ | _____ |
| | 3. | DEMO: Rehab by Counting. | | _____ | _____ | _____ |
| | 4. | DEMO: Each step of Rehab '65 Style. | | _____ | _____ | _____ |
| | 5. | DEMO: The three main reasons why a release rehab on subject or action might hang up. | | | | |

1. _____ 2. _____
 3. _____

6. DRILL: Release rehabilitation on a doll. Coach answers for the doll and holds the cans, squeezing the cans to simulate reads. Subjects used for rehabbing deal with fruit, e.g., rehabbing a release on "eating an apple." Flunks are handled by reference to the exact LRH reference violated. The drill is passed when the student has demonstrated he can standardly run each of the types of rehab procedure listed.

a. Rehab '65 Style procedure

Unbullbaited _____

Bullbaited _____

b. Rehab by Counting Procedure

Unbullbaited _____

Bullbaited _____

c. Handling out-ruds that are hanging up a rehab _____

d. Rehabbing an earlier subject or action on the track that was similar to the one being rehabbed. _____

**SECTION VIII:
 AUDITING BY LISTS**

* 1. HCOB 29 Apr. 80R PREPARED LISTS, THEIR
 Rev. 26.7.86 VALUE AND PURPOSE _____

2. DEMO: Each of the types of prepared lists, and their uses.

a. An analysis list _____

b. A direct auditing list _____

c. A correction list _____

d. A drill list _____

* 3. HCOB 14 Mar. 71R F/Ning EVERYTHING
 Rev. 25.7.73 _____

4. DEMO: "NEVER WALK OFF FROM A READING ITEM ON A RUDIMENT OR A PREPARED REPAIR LIST BEFORE YOU CARRY IT DOWN (EARLIER-SIMILAR) TO AN F/N." _____

* 5. HCOB 3 July 71R AUDITING BY LISTS
 Rev. 22.2.79 _____

6. DEMO:

a. Method 3 assessment _____

- | | | | | | |
|---|-----|---|-------|-------|-------|
| | b. | Method 5 assessment | _____ | _____ | _____ |
| | c. | What to do if a pc has a big win partway through the handling of a prepared list | _____ | _____ | _____ |
| * | 7. | HCOB 4 Dec. 78 HOW TO READ THROUGH AN F/N | _____ | _____ | _____ |
| | 8. | ESSAY: Why it is important for an auditor to know how to read through an F/N. | _____ | _____ | _____ |
| | 9. | DRILL: Sit down in front of a meter with an F/Ning student on the cans and assess the prepared lists in The Book of E-Meter Drills. Spot each time you get a "check" or a "slow" or any change in an otherwise continuing F/N. Coach sits behind student and flunks any miscalled reads, referring the student to the exact LRH reference. The drill is passed when the student can read through an F/N and is adept at this. | _____ | _____ | _____ |
| * | 10. | HCOB 22 Apr. 80R ASSESSMENT DRILLS
Rev. 26.7.86 | _____ | _____ | _____ |
| | 11. | DRILL: TR 4/8-Q1: "Tone 40 Assessment Prepared List Session Drill" | _____ | _____ | _____ |
| * | 12. | HCOB 19 Mar. 71 LIST 1C – L1C | _____ | _____ | _____ |
| | 13. | DRILL: L1C assessment and handling, on a doll. Coach answers for the doll and holds the cans, squeezing the cans to simulate reads. Flunks are handled by reference to the exact LRH reference violated. The drill is passed when the student has demonstrated he can standardly assess and handle an L1C using Method 3 and Method 5. | | | |
| | a. | L1C Method 3 | _____ | _____ | _____ |
| | b. | L1C Method 5 | _____ | _____ | _____ |

**SECTION IX:
LISTING AND NULLING**

- | | | | | | |
|---|----|--|-------|-------|-------|
| | 1. | Tape: 6207C17: E-METER READS AND ARC BREAKS | _____ | _____ | _____ |
| | 2. | DEMO: What happens in the bank when you give the pc an incorrect item. | _____ | _____ | _____ |
| | 3. | Tape: 6208C09: GOAL LISTING | _____ | _____ | _____ |
| | 4. | HCOB 22 Aug. 66 FLOATING NEEDLES, LISTING PROCESSES | _____ | _____ | _____ |
| * | 5. | HCOB 1 Aug. 68 THE LAWS OF LISTING AND NULLING | _____ | _____ | _____ |
| | 6. | DEMO: Each of the Laws of L&N: | | | |

a.	Law 1		_____	_____	_____
b.	Law 2		_____	_____	_____
c.	Law 3		_____	_____	_____
d.	Law 4		_____	_____	_____
e.	Law 5		_____	_____	_____
f.	Law 6		_____	_____	_____
g.	Law 7		_____	_____	_____
h.	Law 8		_____	_____	_____
i.	Law 9		_____	_____	_____
j.	Law 10		_____	_____	_____
k.	Law 11		_____	_____	_____
l.	Law 12		_____	_____	_____
m.	Law 13		_____	_____	_____
n.	Law 14		_____	_____	_____
o.	Law 15		_____	_____	_____
p.	Law 16		_____	_____	_____
q.	Law 17		_____	_____	_____
r.	Law 18		_____	_____	_____
s.	Law 19		_____	_____	_____
t.	Law 20		_____	_____	_____
* 8.	HCOB 19 Sep. 68	“Old list...”	_____	_____	_____
* 9.	HCOB 7 Oct. 68 I	ASSESSMENT	_____	_____	_____
10.	HCOB 23 Sep. 78	AN INSTANT F/N IS A READ	_____	_____	_____
11.	DRILL:	TR 4/8-Q2: “Listing and Nulling Tone 40 Assessment” (Per HCOB 22 Apr. 80R, ASSESSMENT DRILLS)	_____	_____	_____
12.	DRILL:	Listing and nulling on a doll. Use fruit names in making up questions and items. Coach answers for the doll and holds the cans, squeezing the cans to simulate reads. Flunks are handled by reference to the exact LRH material violated. The drill is passed when student has demonstrated he can standardly handle the situations and actions given below, exactly by the Laws of Listing and Nulling, and while keeping standard admin.			
a.	Checking a listing question for a read, including the use of Suppress and Invalidate buttons.		_____	_____	_____

- b. Listing and nulling to a complete list. _____
 - c. Handling a list on which the TA is rising. _____
 - d. Nulling an overlisted list and finding nothing. _____
 - e. Nulling a list with Suppress button and nulling a list with Invalidate button. _____
 - f. Handling a list where partway through nulling everything starts reading. _____
- * 13. HCOB 20 Apr. 72 II C/S Series 78
PRODUCT PURPOSE AND
WHY AND W/C ERROR
CORRECTION _____
 - * 14. HCOB 11 Apr. 77 LIST ERRORS, CORRECTION
OF _____
 - * 15. HCOB 15 Dec. 68RB L4BRB, FOR ASSESSMENT OF
Rev. 28.4.89 ALL LISTING ERRORS _____
 - 16. DRILL: Assessing and handling the L4BRB until you
can handle each of its lines. The coach
answers for the doll and holds the cans,
squeezing the cans to simulate reads. Flunks
are handled by reference to the L&N materials
on this checksheet. The drill is passed when
the student has demonstrated he can
standardly assess and handle the L4BRB. _____
 - 17. DRILL: Handling additional listing and nulling situations
on a doll. Use fruit names in making up
questions and items. Coach answers for the
doll and holds the cans, squeezing the cans to
simulate reads. Flunks are handled by
reference to the exact LRH material violated.
The drill is passed when student has
demonstrated he can standardly handle the
situations and actions given below, exactly by
the Laws of Listing and Nulling, and while
keeping standard admin:
 - a. Verifying/Correcting past L&N lists. _____
 - b. Reconstructing a list for which there are no
worksheets. _____

**SECTION X:
THE COMM CYCLE IN SOLO AUDITING**

- 1. HCOB 26 Apr. 71 II SOLO COGNITIONS _____
- 2. DEMO: What cognitions in solo auditing depend upon. _____
- 3. HCOB 30 Apr. 71 AUDITING COMM CYCLE _____
- 3. SKETCH: Diagram out the auditing comm. cycle. _____
- 4. HCOB 23 May 71R I Basic Auditing Series 1R
Rev. 4.12.74 THE MAGIC OF THE

COMMUNICATIONS CYCLE

- | | | | | | | |
|---|----|--|--|-------|-------|-------|
| * | 5. | HCOB 3 Mar. 84R
Rev. 11.6.96 | Solo Series 3R
THE COMM CYCLE IN SOLO
AUDITING | _____ | _____ | _____ |
| | 6. | CLAY DEMO: "It is the read that occurs when the pc
(and Solo auditor) first grasp the concept
of the item, question or command that will
prove fruitful." | | | | |

**SECTION XI:
THE REMOTE TONE ARM**

Note: The following section concerning the Remote Tone Arm is to be done one time through by those students who will be using the Remote Tone Arm in Solo auditing. If you are going to be using a Remote Tone Arm in your Solo auditing, first read and then thoroughly drill each of the Remote Tone Arm drills. If you will not be using the Remote Tone Arm, you are not required to do this section.)

- | | | | | | |
|----|--------|---|-------|-------|-------|
| 1. | Book: | Hubbard Professional Mark Super VII Remote
Tone Arm for the Solo Auditor, Owner's Manual | _____ | _____ | _____ |
| | a. | "Introduction" | _____ | _____ | _____ |
| | b. | "Remote Tone Arm Features" | _____ | _____ | _____ |
| | c. | "Maintenance" | _____ | _____ | _____ |
| | d. | "Warranty" | _____ | _____ | _____ |
| | e. | "Lost or Stolen Remote TA" | _____ | _____ | _____ |
| | f. | "Trouble-Shooting" | _____ | _____ | _____ |
| 2. | DRILL: | Remote Tone Arm Drill 1: "Touch and Let Go of
the Remote Tone Arm" | _____ | _____ | _____ |
| 3. | DRILL: | DRILL: Remote Tone Arm Drill 2: "Remote Tone
Arm Familiarization" | _____ | _____ | _____ |
| 4. | DRILL: | DRILL: Remote Tone Arm Drill 3: "Setting Up
the Remote Tone Arm and the E-Meter" | _____ | _____ | _____ |
| 5. | DRILL: | DRILL: Remote Tone Arm Drill 4: "Remote Tone
Arm Blowdowns" | _____ | _____ | _____ |

**SECTION XII:
SOLO AUDITING**

- | | | | | | |
|----|----------------------------------|---|-------|-------|-------|
| 1. | HCOB 11 Sept. 70 | SOLO ASSISTS | _____ | _____ | _____ |
| 2. | HCOB 8 Oct. 70 | C/S Series 20
KSW Series 19
PERSISTENT F/N | _____ | _____ | _____ |
| 3. | ESSAY: | Write down how you would know if you had a
persistent F/N. | _____ | _____ | _____ |
| 4. | HCOB 15 Feb. 84R
Rev. 30.9.88 | Solo Series 2R
PIN-TO-PIN F/Ns | _____ | _____ | _____ |

5.	SKETCH:	Diagram out why you must not go past a pin-to-pin F/N in Solo auditing. Show the mechanics behind this.	_____	_____	_____
6.	HCOB 26 May 71R Rev. 23.10.83	C/S Series 38R TRs COURSE AND AUDITING, MIXING MAJOR ACTIONS	_____	_____	_____
7.	HCOB 14 Feb. 71R Rev. 3.2.75	Solo C/S Series 1R SOLO AUDITOR'S RIGHTS	_____	_____	_____
8.	HCOB 14 Feb. 71R	C/S Series 75 Solo C/S Series 13 PRE-OTs DON'T C/S	_____	_____	_____
9.	DEMO:	How one kills an F/N in Solo auditing	_____	_____	_____
10.	CLAY DEMO:		_____	_____	_____
		"Pc plus auditor is greater than bank."	_____	_____	_____
		"In Solo auditing C/S plus pre-OT is greater than bank."	_____	_____	_____
11.	HCOB 12 Sep. 78R Rev. 2.12.85	DIANETICS FORBIDDEN ON CLEARS AND OTs	_____	_____	_____
12.	HCOB 27 Dec. 65	VITAMINS	_____	_____	_____
13.	HCOB 27 Dec. 82	TRAINING AND OT	_____	_____	_____
SECTION XIII: SOLO METERING					
1.	HCOB 20 Feb. 91	Solo Series 4 SOLO E-METER DRILLS	_____	_____	_____
2.	DRILL:	E-Meter Drill 5RB for Solo: "Can Squeeze"	_____	_____	_____
3.	DRILL:	E-Meter Drill 10 for Solo: "Tone Arm Blowdowns"	_____	_____	_____
4.	DRILL:	E-Meter Drill 11 for Solo: "Superlative Tone Arm Handling"	_____	_____	_____
5.	DRILL:	E-Meter Drill 14 for Solo: "Needle Motion and No Motion Recognition"	_____	_____	_____
6.	DRILL:	E-Meter Drill 15 for Solo: "Familiarization with Reading an E-Meter"	_____	_____	_____
7.	DRILL:	E-Meter Drill 17 for Solo: "What Makes the E-Meter Read and Cleaning a Read"	_____	_____	_____
8.	DRILL:	E-Meter Drill 18 for Solo: "Instant Rudiment Reads"	_____	_____	_____
9.	DRILL:	E-Meter Drill 19 for Solo: "Instant Reads"	_____	_____	_____

- 10. **DRILL:** E-Meter Drill 26 for Solo:
"Differentiation Between Sizes of Instant Reads" _____
- 11. **DRILL:** CR0000-4 for Solo
"See the Session" _____
- 12. **DRILL:** E-Meter Drill TR 4/8-Q2 for Solo:
"Listing and Nulling" _____

**SECTION XIV:
ADVANCED COURSE
SECURITY AND REGULATIONS**

- 1. HCOB 29 Jun. 68 ENROLLMENT IN SUPPRESSIVE GROUPS _____
- 2. HCOB 11 Aug. 71 SECURITY OF DATA _____
- 3. **DEMO:** Why Advanced Course materials must be safeguarded. _____
- 4. HCO PL 12 Aug. 71 IV OT COURSES _____
- 5. HCO PL 7 Dec. 71 I ADVANCED COURSE VIOLATIONS _____
- 6. HCO PL 8 Jan. 81R ADVANCED COURSE REGULATIONS AND SECURITY
Rev. 3.10.88 _____
- 7. **DEMO:** Each of the Advanced Course regulations as covered in HCO PL 8 Jan. 81R. _____

**SECTION XV:
SETTING UP A SOLO SESSION**

- 6. HCOB 9 July 80RB Solo Series 1RB
Rev. 18.3.91 CHECKLIST FOR SETTING UP A SOLO SESSION _____
- 7. **DEMO:** Setting up the solo session until it can be done smoothly and without hesitation. _____

The above completes Part One of the New Hubbard Solo Auditor Course. Part Two of this course and OT Preparations are available from an appropriately trained auditor in the independent field. Check: <http://www.freeandable.com>.

NOTE: If you can't immediately start Solo Part Two, take the Academy Levels and the NED Auditor Course. You, after all, should have the benefit of the best-trained auditor in the world – YOU. Your future depends on it.

**SECTION XVII:
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 good results on Grade IV processes:

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 certificate of INDEPENDENT SOLO AUDITOR PART I COURSE.

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

Revision by
Independent Checksheet Compilations

DK:jaw