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|-----|--|--|-------|-------|-------|
| 3.  | HCOB 25 June 71R   | Word Clearing Series 3R<br>BARRIERS TO STUDY                   | _____ | _____ | _____ |
| 4.  | <b>PRACTICAL:</b> Describe a time when you experienced the symptoms of each of the following. Write your descriptions on a piece of paper, and place your write-up on the Supervisor's desk when you have finished.              |  |       |       |       |
|     | a.   | Lack of mass.  | _____ | _____ | _____ |
|     | b.   | Too steep a gradient.  | _____ | _____ | _____ |
|     | c.   | A misunderstood word.  | _____ | _____ | _____ |
| 5.  | HCO PL 23 July 81R I<br>Rev. 10.1.84   | Study Series 12<br>THE USE OF<br>DEMONSTRATION                 | _____ | _____ | _____ |
| 6.  | <b>DEMO:</b> Demonstrate, using a demo kit, a student studying.  |  | _____ | _____ | _____ |
| 7.  | HCOB 17 July 79RB I<br>Rev. 26.2.89  | Word Clearing Series 64RB<br>THE MISUNDERSTOOD<br>WORD DEFINED | _____ | _____ | _____ |
| 8.  | <b>DEMO:</b> Give an example of each of the following. Use an example from your own experience or make one up. Write your examples on a piece of paper, and place your write-up on the Supervisor's desk when you have finished. |  |       |       |       |
|     | a.   | A false (totally wrong) definition.                            | _____ | _____ | _____ |
|     | b.   | An invented definition.  | _____ | _____ | _____ |
|     | c.   | An incomplete definition.                                      | _____ | _____ | _____ |
|     | d.   | An incorrect definition.                                       | _____ | _____ | _____ |
|     | e.   | An unsuitable definition.                                      | _____ | _____ | _____ |
|     | f.   | A homonymic definition.  | _____ | _____ | _____ |
|     | g.   | A substitute definition.                                       | _____ | _____ | _____ |
|     | h.   | An omitted (missing) definition.                               | _____ | _____ | _____ |
|     | i.   | A no-definition.   | _____ | _____ | _____ |
|     | j.   | A rejected definition.   | _____ | _____ | _____ |
| 9.  | <b>ESSAY:</b> Write up five different examples of how a word could be misunderstood or not understood. Turn your essay into the Course Supervisor.   |  | _____ | _____ | _____ |
| 10. | HCOB 23 Mar. 78RB  | Word Clearing Series 59RB<br>CLEARING WORDS                    | _____ | _____ | _____ |

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|-----|--|-------|-------|-------|
| 11. | <b>PRACTICAL:</b> Turn to the beginning of your course pack and review HCO PL 17 June 70RB BARRIERS TO STUDY. Starting from the top of the HCO PL find and clear any words you did not fully understand, restudying the issue as you go. Write up what you did and the results and turn your write-up in to the Course Supervisor. | _____ | _____ | _____ |
| 12. | HCOB 4 Sept. 71 III                      Word Clearing Series 20<br>SIMPLE WORDS   | _____ | _____ | _____ |
| 13. | HCOB 13 Feb. 81R                      Word Clearing Series 67R<br>Rev. 25.7.87                              DICTIONARIES   | _____ | _____ | _____ |
| 14. | <b>DEMO:</b> How to select a good dictionary for your own use as a student.  | _____ | _____ | _____ |
| 15. | HCOB 19 June 72                      Word Clearing Series 37<br>DINKY DICTIONARIES   | _____ | _____ | _____ |
| 16. | HCOB 11 Oct. 67                      CLAY TABLE TRAINING   | _____ | _____ | _____ |
| 17. | HCOB 10 Dec 70RA I                      CLAY TABLE WORK IN<br>Rev. 25.7.87                              TRAINING   | _____ | _____ | _____ |
| 18. | <b>CLAY DEMO:</b> Do a clay demo of a pencil as described in the bulletin. Show this to the Course Supervisor.   | _____ | _____ | _____ |

**SECTION II:  
SCIENTOLOGY BASICS**

- |    |  |       |       |       |
|----|--|-------|-------|-------|
| 1. | Book: <i>The Fundamentals of Thought</i><br>Chapter 2: "The Cycle of Action"   | _____ | _____ | _____ |
| 2. | Book: <i>The Problems of Work</i><br>Chapter 4: "The Secret of Efficiency"   | _____ | _____ | _____ |
| 3. | <b>PRACTICAL:</b> Write up 5 examples of the cycle of action in life that you have observed in your environment. Hand in to your Supervisor.   | _____ | _____ | _____ |
| 4. | <b>PRACTICAL:</b> Observe your environment and write down several examples of START-CHANGE-STOP. Hand in to your Supervisor.   | _____ | _____ | _____ |
| 5. | <b>PRACTICAL:</b> Perform six simple cycles of action.   | _____ | _____ | _____ |
| 6. | <b>AFTER COURSE PRACTICAL:</b> After class, or at your job, be aware of the cycles of actions that you perform. Write up what you observed and/or learned doing this and hand the write up in to your Supervisor.  | _____ | _____ | _____ |
| 7. | Book: <i>The Fundamentals of Thought</i><br>Chapter 4: "The Eight Dynamics"  | _____ | _____ | _____ |
| 8. | <b>PRACTICAL:</b> Draw the Eight Dynamics as concentric circles. Write your own name in the middle as first dynamic and write the names of objects, etc. that are real to you in your daily life, in the circles that represent your other dynamics. Hand in to your Supervisor. | _____ | _____ | _____ |
| 9. | <b>PRACTICAL:</b> Draw the Eight Dynamics as circles again,  | _____ | _____ | _____ |

and this time write in the names of another person you know in the center circle and write in the things you know are real to him or her in the other dynamic circles. Do this with different people until you can recognize the eight dynamics from other people's viewpoints. Hand in to your Supervisor.

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|-----|---|-------|-------|-------|
| 10. | Book: <i>The Fundamentals of Thought</i><br>Chapter 5: "The ARC Triangle"   | _____ | _____ | _____ |
| 11. | <b>DEMO:</b>  |       |       |       |
|     | a.    Affinity  | _____ | _____ | _____ |
|     | b.    Reality   | _____ | _____ | _____ |
|     | c.    Communication   | _____ | _____ | _____ |
|     | d.    How increasing one corner of the ARC triangle affects the other corners.  | _____ | _____ | _____ |
|     | e.    The formula of communication.   | _____ | _____ | _____ |
| 12. | Book: <i>The Fundamentals of Thought</i><br>Chapter 7: "The Parts of Man"   | _____ | _____ | _____ |
| 13. | <b>CLAY DEMO:</b> Demonstrate the Body.   | _____ | _____ | _____ |
| 14. | <b>CLAY DEMO:</b> Demonstrate the Body plus the Thetan.   | _____ | _____ | _____ |
| 15. | <b>CLAY DEMO:</b>   |       |       |       |
|     | a.    Demonstrate the Reactive Mind.  | _____ | _____ | _____ |
|     | b.    Demonstrate the Analytical Mind.  | _____ | _____ | _____ |
|     | c.    Demonstrate the Somatic Mind.   | _____ | _____ | _____ |
| 16. | <b>WORD CLEARING:</b> Exteriorization   | _____ | _____ | _____ |
| 17. | <b>DEMO:</b> What is Exteriorization.   | _____ | _____ | _____ |
| 18. | Book: <i>The Problems of Work</i><br>Chapter 2: "Handling the Confusions of<br>The Work-a-Day World"  | _____ | _____ | _____ |
| 19. | <b>CLAY DEMO:</b> Confusion and the Stable Datum.   | _____ | _____ | _____ |
| 20. | <b>AFTER COURSE PRACTICAL:</b> Select a confusion in some part of your life that you would like to improve or resolve and do the following: |       |       |       |
|     | a.    Pick a stable datum.  | _____ | _____ | _____ |
|     | b.    Align other particles to your stable datum.   | _____ | _____ | _____ |
|     | c.    Resolve the confusion.  | _____ | _____ | _____ |
|     | d.    Write down what you did and the results and turn your write up in to the Supervisor.  | _____ | _____ | _____ |
| 21. | Book: <i>The Problems of Work</i><br>Chapter 7: "Exhaustion"  | _____ | _____ | _____ |

- 22. **DEMO:** Why a person becomes exhausted. \_\_\_\_\_
- 23. **AFTER COURSE PRACTICAL:** “Take a Walk” and look at your environment until you pass through the stages as laid out in this chapter. Write up what occurred and turn it into the Supervisor. \_\_\_\_\_
- 24. HCOB 25 Sept. 71RB            TONE SCALE IN FULL            \_\_\_\_\_
- 25. Book:            *Self Analysis*  
                          Chapter 7: “The Hubbard Chart of ”  
                          Human Evaluation ”            \_\_\_\_\_
- 26. **PRACTICAL:** Act out each level of the Tone Scale from 0.0 to 4.0 for your twin until you can do it easily. \_\_\_\_\_
- 27. HCOB 26 Oct. 70 III            OBNOSIS AND THE  
  TONE SCALE            \_\_\_\_\_
- 28. **PRACTICAL:** Go to an area where there are people. Stop one and talk to them for a minute or two paying attention to the person’s tone level. See if you can distinguish between the person’s social tone and chronic tone. Repeat this with other people until you are confident of your ability to spot the different Tone Levels. Return to the course room and write up what you observed. Turn this in to the Supervisor. \_\_\_\_\_
- 29. Book:            *Dianetics 55!*  
                          Chapter 9: “Two-Way Communication”            \_\_\_\_\_
- 30. **CLAY DEMO:** Two-Way Communication. \_\_\_\_\_
- 31. **PRACTICAL:** Go out and observe some examples of Two Way Communication. Note down whether the 2WC is good or not and if not, what parts are lacking or deficient. Return to the courseroom and write up what you learned from the exercise and hand it in to the Supervisor. \_\_\_\_\_
- 32. **AFTER COURSE PRACTICAL:**
  - a. Observe Two-Way Communication or the lack of it between people in life. \_\_\_\_\_
  - b. Use Two-Way Communication in talking to someone and write up the results for your Supervisor. \_\_\_\_\_

**SECTION III:  
TRAINING ROUTINES**

- 1. HCOB 24 May 68            COACHING            \_\_\_\_\_
- 2. **DEMO:** The purpose of a coach. \_\_\_\_\_
- 3. Article:            INTRODUCTORY  
                          TR DRILLS  
                          Through the section on  
                          OT TR 0            \_\_\_\_\_

4. **DRILL:** Do OT TR 0 with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
5. Article: INTRODUCTORY  
TR DRILLS  
section on TR 0 \_\_\_\_\_
6. **DRILL:** Do TR 0 with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
7. Article: INTRODUCTORY  
TR DRILLS  
section on TR 0 Bullbait \_\_\_\_\_
8. **DRILL:** Do TR 0 Bullbait with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
9. Article: INTRODUCTORY  
TR DRILLS  
section on TR 1 \_\_\_\_\_
10. **DRILL:** Do TR 1 with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
11. Article: INTRODUCTORY  
TR DRILLS  
section on TR 2 \_\_\_\_\_
12. **DRILL:** Do TR 2 with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
13. Article: INTRODUCTORY  
TR DRILLS  
section on TR 2 ½ \_\_\_\_\_
14. **DRILL:** Do TR 2 ½ with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
15. Article: INTRODUCTORY  
TR DRILLS  
section on TR 3 \_\_\_\_\_
16. **DRILL:** Do TR 3 with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
17. Article: INTRODUCTORY  
TR DRILLS  
section on TR 4 \_\_\_\_\_
18. **DRILL:** Do TR 4 with another student until you are familiar with how to do it, have improved your ability to do what the drill calls for and have had a win on the drill. \_\_\_\_\_
19. **DRILL:** Continue drilling TRs OT TR 0 – TR 4 with another student, applying the HCOB on coaching and the



**SECTION V:  
PRACTICAL APPLICATION  
OBJECTIVE PROCESSES**

1.	HCOB 30 Apr. 69	AUDITOR TRUST	_____	_____	_____
2.	HCOB 30 Apr 71	AUDITING COMM CYCLE	_____	_____	_____
3.	<b>DEMO:</b> Demonstrate the Auditing Comm Cycle.		_____	_____	_____
4.	HCOB 17 Oct. 62	AUDITOR FAILURE TO UNDERSTAND	_____	_____	_____
5.	HCO PL 1 July 65 II	COMM CYCLE ADDITIVES	_____	_____	_____
6.	<b>DEMO:</b> Demonstrate two Comm Cycle Additives and how they affect the preclear.		_____	_____	_____
7.	HCO PL 27 May 65	PROCESSING	_____	_____	_____
8.	HCO PL 14 Oct. 68RA	THE AUDITOR'S CODE	_____	_____	_____
9.	HCOB 11 May 69 II	FORCING A PC	_____	_____	_____
10.	HCO PL 17 Apr. 70 II	AN AUDITOR AND "THE MIND'S PROTECTION"	_____	_____	_____
11.	HCOB 21 Oct. 71	ASSISTS IN SCIENTOLOGY	_____	_____	_____
12.	HCOB 29 Oct. 87	THE FOLDER	_____	_____	_____
13.	HCOB 5 Apr. 71RA II	SUMMARY OF HOW TO WRITE AN AUDITOR'S REPORT AND WORKSHEETS FOR TRs AND OBJECTIVES CO-AUDIT	_____	_____	_____
14.	HCOB 9 Oct. 67RA	CONTACT ASSIST	_____	_____	_____
15.	<b>PRACTICAL:</b> Do a Contact Assist on a doll, imagining it to have injured an arm or leg from running into the furniture. Run the Contact Assist until the somatic turns on and blows off and the pain is gone plus cognition. After completing the assist, write up the Auditor's report and worksheet for the session.		_____	_____	_____
16.	HCOB 7 Apr. 72RA	TOUCH ASSIST: CORRECT ONES	_____	_____	_____
17.	<b>PRACTICAL:</b> Do a Touch Assist on a doll who has an injured forehead. Run the assist until the pain is gone and there is a cognition. Write up the Auditor's report and worksheet for the session.		_____	_____	_____
18.	HCOB 7 June 69R	HOW TO MAKE A PERSON SOBER	_____	_____	_____
19.	<b>PRACTICAL:</b> Do a Locational Havingness process on a doll imagining it to be intoxicated or high. After successfully completing process write up the Auditor's report and worksheet for the session.		_____	_____	_____



20.	HCOB 1 Dec. 65	CCHs	_____	_____	_____
21.	HCOB 7 Aug. 62	RUNNING CCHs	_____	_____	_____
22.	HCOB 12 Apr. 62	CCHs, PURPOSE	_____	_____	_____
23.	HCOB 2 Aug. 62	CCHs, ANSWERS	_____	_____	_____
24.	HCOB 5 Apr. 62	CCHs, AUDITING ATTITUDE	_____	_____	_____
25.	HCOB 4 Apr. 90	MODEL SESSION FOR OBJECTIVES CO-AUDIT	_____	_____	_____
26.	<b>PRACTICAL:</b> Do CCHs 1 to 4 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session.		_____	_____	_____
27.	<b>CO-AUDITING:</b> CCHs 1 to 4 with another student, under supervision. Use Model Session and full session reports as you go.				
	a.	Audit CCHs 1 to 4 on another student.	_____	_____	_____
	b.	Receive auditing on CCH 1 to 4 from another student.	_____	_____	_____
28.	HCOB 30 Sep. 71 VI	CCHs 5, 6 and 7	_____	_____	_____
29.	<b>PRACTICAL:</b> Do CCH 5 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session.		_____	_____	_____
30.	<b>CO-AUDITING:</b> CCH 5 with another student, under supervision. Use Model Session and full session reports as you go.				
	a.	Audit CCH 5 on another student.	_____	_____	_____
	b.	Receive auditing on CCH 5 from another student.	_____	_____	_____
31.	<b>PRACTICAL:</b> Do CCH 6 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session.		_____	_____	_____
32.	<b>CO-AUDITING:</b> CCH 6 with another student, under supervision. Use Model Session and full session reports as you go.				
	a.	Audit CCH 6 on another student.	_____	_____	_____
	b.	Receive auditing on CCH 6 from another student.	_____	_____	_____
33.	<b>PRACTICAL:</b> Do CCH 7 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session.		_____	_____	_____
34.	<b>CO-AUDITING:</b> CCH 7 with another student, under supervision. Use Model Session and full session reports as you go.				
	a.	Audit CCH 7 on another student.	_____	_____	_____

- b. Receive auditing on CCH 7 from another student. \_\_\_\_\_
35. HCOB 1 Apr. 90 CCHs 8-10  
Section CCH 8 \_\_\_\_\_
36. **PRACTICAL:** Do CCH 8 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session. \_\_\_\_\_
37. **CO-AUDITING:** CCH 8 with another student, under supervision. Use Model Session and full session reports as you go. \_\_\_\_\_
- a. Audit CCH 8 on another student. \_\_\_\_\_
- b. Receive auditing on CCH 8 from another student. \_\_\_\_\_
38. HCOB 1 Apr. 90 CCHs 8-10  
Section CCH 9 \_\_\_\_\_
39. **PRACTICAL:** Do CCH 9 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session. \_\_\_\_\_
40. **CO-AUDITING:** CCH 9 with another student, under supervision. Use Model Session and full session reports as you go. \_\_\_\_\_
- a. Audit CCH 9 on another student. \_\_\_\_\_
- b. Receive auditing on CCH 9 from another student. \_\_\_\_\_
41. HCOB 1 Apr. 90 CCHs 8-10  
Section CCH 10 \_\_\_\_\_
42. **PRACTICAL:** Do CCH 10 on a doll using Model Session and keeping report form and worksheets at the beginning and end of session. \_\_\_\_\_
43. **CO-AUDITING:** CCH 10 with another student, under supervision. Use Model Session and full session reports as you go. \_\_\_\_\_
- a. Audit CCH 10 on another student. \_\_\_\_\_
- b. Receive auditing on CCH 10 from another student. \_\_\_\_\_
44. HCOB 4 Feb. 59 OP PRO BY DUP \_\_\_\_\_
45. **PRACTICAL:** Do Op Pro by Dup on a doll using Model Session and keeping report form and worksheets at the beginning and end of session. \_\_\_\_\_
46. **CO-AUDITING:** Op Pro by Dup with another student, under supervision. Use Model Session and full session reports as you go. \_\_\_\_\_
- a. Audit Op Pro by Dup on another student. \_\_\_\_\_
- b. Receive auditing on Op Pro by Dup from another student. \_\_\_\_\_

**SECTION VI:  
PRACTICAL APPLICATION  
RECALL PROCESSES**

- |    |   |   |       |       |       |
|----|---|---|-------|-------|-------|
| 1. | Book:   | <i>Self Analysis</i><br>Chapter 9: "How To Use The Disk"  | _____ | _____ | _____ |
| 2. | Book:   | <i>Self Analysis</i><br>Chapter 10: "Processing Section"  | _____ | _____ | _____ |
| 3. | <b>PRACTICAL:</b>   |   |       |       |       |
|    | a.  | Run Self Analysis Lists on a doll till you feel you can do this easily while keeping report forms and worksheets. | _____ | _____ | _____ |
|    | b.  | Drill what to when the pc becomes considerably uncomfortable or unhappy.  | _____ | _____ | _____ |
| 4. | <b>CO-AUDITING:</b> Self Analysis List with another student under supervision. Use Model Session and full session reports as you go. Alternate sessions as pc/auditor while doing Self Analysis on this Course. |   | _____ | _____ | _____ |

**SECTION VII  
WHAT IS A SCIENTOLOGIST?**

- |     |   |  |       |       |       |
|-----|---|--|-------|-------|-------|
| 1.  | <b>WORD CLEARING:</b>   |  |       |       |       |
|     | a.  | Scientologist:   | _____ | _____ | _____ |
|     | b.  | Ethics:  | _____ | _____ | _____ |
|     | c.  | Morals:  | _____ | _____ | _____ |
| 2.  | Article:  | <i>Dianetics and Scientology a Crusade</i>   | _____ | _____ | _____ |
| 3.  | <b>ESSAY:</b> Why one does not work for just money or only do charitable work without exchange.               |  | _____ | _____ | _____ |
| 4.  | PAB 40  | THE CODE OF HONOR  | _____ | _____ | _____ |
| 5.  | <b>ESSAY:</b>   |  |       |       |       |
|     | a.  | Write a short essay on why an ethics code is not enforceable and hand this in to the Supervisor.                             | _____ | _____ | _____ |
|     | b.  | Write a short essay that shows how you could apply some of the points of the Code of Honor and turn it in to the Supervisor. | _____ | _____ | _____ |
| 6.  | Article:  | Aims of Scientology  | _____ | _____ | _____ |
| 7.  | HCO PL 14 Oct. 68RA   | THE AUDITORS CODE  | _____ | _____ | _____ |
| 8.  | PAB 41  | CODE OF A SCIENTOLOGIST  | _____ | _____ | _____ |
| 9.  | CERTAINTY, Mar. 66  | WHAT IS GREATNESS?   | _____ | _____ | _____ |
| 10. | <b>ESSAY:</b> Write an essay giving examples of instances where you could apply "What is Greatness?" and hand |  |       |       |       |

this into the Supervisor.

- 11. HCO PL 3 Dec 71 EXCHANGE \_\_\_\_\_
- 12. **DEMO:** Demonstrate to another student what exchange is and why it is important. \_\_\_\_\_
- 13. HCO PL 6 Mar. 66 I REWARDS AND PENALTIES \_\_\_\_\_
- 14. **DEMO:** Demonstrate to another student why we reward those who work for their living and how this hard work creates exchange with one's fellow man. \_\_\_\_\_

**SECTION VII:  
STUDENT COMPLETION**

**1. STUDENT COMPLETION:**

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

STUDENT ATTEST: \_\_\_\_\_ DATE: \_\_\_\_\_

I have trained this student to the best of my ability and he/she has completed the requirements of this checksheet and knows and completely applies study tech.

STUDENT ATTEST: \_\_\_\_\_ DATE: \_\_\_\_\_

**2. STUDENT ATTEST AT C&A:**

I attest :

- a. I have exchanged for my Supervision. \_\_\_\_\_
- 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. \_\_\_\_\_
- e. I have had personal gains from the co-auditing I have received. \_\_\_\_\_

STUDENT ATTEST: \_\_\_\_\_ DATE: \_\_\_\_\_

C&A: \_\_\_\_\_ DATE: \_\_\_\_\_

**3. CERTS AND AWARDS:**

This graduate has been issued a certificate of HUBBARD QUALIFIED SCIENTOLOGIST COURSE GRADUATE.

C&A: \_\_\_\_\_ DATE: \_\_\_\_\_

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

Originally Compiled by  
Diana Hubbard

Revision by  
Independent Checksheet Compilations

DH:dk.jaw