

Central Orgs

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ACADEMY CURRICULUM
HOW TO TEACH AUDITING AND ROUTINE 2
INTRODUCTION

With the placing of a clearing technology into HCA/HPA hands, we must revise our concept of training.

Routine 2-12 is complicated and exact. But as it is the only thing known which cracks all cases, we have no choice in the matter. We can and must learn it well. It must not be indifferently learned. But as it is not going to change as is well proven, time and effort can be spent on it and must be.

We must rise to the occasion. We must use all we know to learn and teach all we have to teach to get Routine 2 done.

CHECK SHEETS

There are two distinctly different series of check sheets for doing Routine 2 processes and auditing. These are

- (a) Those that apply to Routine 2, the GPM and data listing, nulling and case errors and repair;
- (b) Those that apply to auditing, its basics, skills, the meter.

Although these associate and interlock, they are two separate subjects of study.

For years we have faced the arbitrary that those whose cases got in the road of their auditing yet had to assimilate auditing theory and practice.

Routine 2 well done removes with some rapidity these case barriers to auditing.

Therefore there are several phases desirable in studying auditing and Routine 2.

V UNIT CLASS 0
FIRST PHASE

For a new student, doing Routine 2-10 precedes study of auditing and Routine 2. This is done under close supervision on a co-audit basis with the Co-audit Supervisor taking a hand on cases, checking out Items, correcting cases, etc.

This is done until the student has found in another and has had found in himself 2 or 3 packages. Accuracy is the essence of this first step, otherwise the wasted time and wrong Items will give the whole action the tone of despair.

Only good results are stressed, not the form of how they are achieved.

In this first phase we want the student to see that Routine 2 produces changes for the better in himself and the pc and is worth learning. This is what we're trying to show.

We remove, if the Routine 2 is good, the barriers to learning and auditing and Scientology.

All we want then from the first phase is

- (a) Reality on the benefits of the process and auditing; and
- (b) Removal of the barriers to being a good auditor.

W UNIT - CLASS 1a
SECOND PHASE

This phase actually starts the training of a Scientologist. He or she, however, should have started its check sheets in the V unit.

We teach the basics of Scientology, its history, the Auditor's Code, Axioms, the ARC triangle and Tone Scale out of the old Notes on Lectures booklet.

In practical and auditing we teach and do objective processes, Op Pro by Dup and the CCH's.

We wish to accomplish this in this phase:

(a) A Reality that Scientology is a real subject and very precise, not a mixture of Indian philosophy and cute tricks, and give the student a solid grounding on pure Scientology basics, disrelated from auditing; and

(b) Get the student capable of repetition of commands and unafraid in actual physical handling of other bodies.

X UNIT CLASS Ib
THIRD PHASE

We now enter the student upon a phase of formal auditing consisting of theory and practical, using all the basics of auditing, the TR's, the meter, fine points.

This phase should specialize in basic auditing skills, very precisely applicable to handling an auditing session, a meter, meter drills, anti Q and A, TR's 0-4, Model Session, Mid Ruds, Missed Witholds, etc.

And we get the student to run formal processes on the Meter until he or she understands a meter. These processes consist only of ARC Straight Wire, comm processes, nothing that will disturb 2-12 or run out Rockslams. The idea of this auditing is to get the student used to handling a session with competence.

From this phase we expect:

(a) The basics of auditing in theory and practical; and

(b) Confidence in confronting a bank and handling a pc on a meter with good form.

V UNIT CLASS IIa
FOURTH PHASE

In the fourth phase our interest is in Prepchecking as an action and a prelude to lists in the form of a Problems Intensive.

In theory and practical we teach how to do a Problems Intensive, advanced metering, how to detect case changes, better sessioning, more TR's 0-4, more basics of Scientology such as Axioms and logics.

In auditing the student does a Problems Intensive and receives one. The stress is on good sessioning and RESULTS.

From this phase we expect:

(a) A good command of a Problems Intensive theory and practical, how to detect case changes; and

(b) The ability to actually audit to a good result and keep Mid Ruds in and CLEAN A NEEDLE.

3 UNIT CLASS IIb
FIFTH PHASE

This is a theory and practical phase for Routine 2-12.

The student also audits Routine 2-12 under supervision.

The whole check sheet for Routine 2-12 is thrown at the student. The long HCO Bulletins are segmented into a page or two and thereby made into several passes (the student studies and is examined on them in segments).

In auditing the student is permitted to do full 2-12 and the stress is on RESULTS with accurate Routine 2-12.

PG UNIT - CLASS II
SIXTH PHASE

This is a post-graduate phase on Routine 2-12. It was formerly known as "Interne".

The theory and practical are all on the stress of CASE REPAIR and how to supervise Routine 2.

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The student is used to help supervise V Unit students as his auditing activity with stress on case errors.

The remainder of the student's time is taken up with preparation for examination for his HCA/HPA.

The student may be used for charity cases and what was formerly Interne work.

SUMMARY

This is about a three months course if steamed through. If it takes longer, then the V Unit was flubbed.

If a student hangs up longer than any reasonable time in any upper phase, he is returned to the V Unit and is required to do and receive Routine 2 while continuing to try to pass upper level check sheets so as not to hold him up.

Students are, of course, expected to study evenings and week-ends.

The three section course plan is adhered to of Theory, Practical and Auditing.

Auditing in the Auditing Section is done for RESULTS, not to teach auditing. Practical is where they practice.

Students are progressively assigned to their units and are re-classed as they pass out of a unit.

The Model of this Course is Saint Hill but it may not be so advertised.

The chief difference of course is the necessary re-introduction of a student body tape programme as in the old days. The last hour of the day is used for this. A sequence of about 75 tapes, mainly of general historical or auditing interest, are played to the whole student body, assembled in the main lecture hall, one tape each day, regardless of the students classification. They are given quizzes on these tapes, very brief. No other tape use is made in an Academy. There are no headphone recorders. If tape play speakers are not good the students won't learn anything from the tapes. When tapes are omitted as a whole class activity, the whole direction, meaning and ethic of Scientology goes sour in an area and the students have'nt a clue what Scientology is for and you find them idling about and driving off pcs with nutty chatter.

This Academy Curriculum requires a D of T and two Instructors. To this can be added a Training Admin who is also Extension Course. The D of T becomes Auditing Supervisor, the other two Instructors are the Theory Supervisor and Practical Supervisor.

The Classes are awarded on the completion of the phase and designate the check sheets. Students get cancelled out of units but not off check sheets.

The only things that can keep students from passing through this course rapidly are (a) failure to schedule precisely, (b) failure to demand and obtain auditing results in all units, (c) local non-comprehension of R2-12, (d) capricious and unreal theory and practical examinations and (e) failure to enforce the course regulations. A full Academy will attend to all these things. An empty one will have ignored them.

It is no real sin to do a lousy job of auditing. It is terrible to do a bad job of training and dissemination because then there's nothing left to pick the cases up in this life or the next. Every bad auditor we turn out costs us a hundred preclears. Every good one puts us closer to our objectives.

An Academy Class II should be good enough to go to work at once as an HGC auditor without causing the HGC a moment's worry.

It can be done because it must be.