

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness

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Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness

Not until the illusion of emotions is understood, will the power of emotions be revealed.

Emotions are the perception, by consciousness, of a physiological biochemistry actuated by cognitive activities of our evolved and nurtured neurocircuitry. Since emotions are a perception of a state of physical being precipitated by cognition, then emotions are a reflection of, and give insights to, the nature of cognitive behavior. Emotions can not be destructive nor constructive but they are signaling the presence of very real destructive and constructive cognitive behavior. These correlations between cognition, physiological biochemistry, and good and bad feeling emotions are a result of millions of years of evolutionary survival for the health and well-being of the individual. It is how these correlations between cognition and emotions is nurtured by consciousness for decision making within our reptilian (reflexive) and mammalian (cerebral) modes of flight, fright or freeze that must be understood and developed within our society.

By: Andrew Jackson

<http://emotional-evolution.com/>

Symbiotic Psychology:

The Synergy Between

Mind,

Body,

Emotions,

and Consciousness

Symbiotic Psychology

Madison, WI U.S.A.

Dedications and Acknowledgements

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To Others with whom I wasn't my best.... I apologize

While we walk together a short while in this life,
May we feel the sun and follow our stars;
May we enjoy a winter's blizzard and a summer's storm,
This short while, while we walked, together.

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I first heard the use of the term '*emotional guidance*' being used by Abraham, a group of inner beings channeled by Ester Hicks. They used it to describe the connection between our outer physical self with our inner spiritual self.

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Looking at the oil engine light flashing on the car's dash should raise an alarm that something is amiss, such as: 1) the oil level is low, 2) the oil needs changing, 3) the oil pump clogged or worn out, 4) a gasket broke on the oil filter, 5) the sending unit could be defective, etc. The oil light is not the problem. It is not destructive. It is not a disorder. The light is doing its job indicating something amiss in the works which could prove to be disastrous if misunderstood and ignored.

I am arguing for a different emotional paradigm analogous to the dashboard oil light. Emotions are the perception of the body's physiological biochemistry precipitated by cognition. And, therefore, there is not an emotional disorder of depression, but a cognitive disorder of depression. Suicide is not an emotional issue, it is a cognitive issue. Emotions are only reflecting cognitive self-abuse. I am saying that the mental health academia needs to approach mental health issues from an evolved symbiotic relationship between cognition, physiological biochemistry, emotional perception, and consciousness.

My end argument is that individuals must be empowered through training and education to exploit their emotional system, that they may use their emotions as evolved with any medications gradually eliminated as the patient becomes more proficient in utilizing their emotional guidance.

But a lifetime of believing in emotional destructiveness and disorders rather than emotions as a reflection of cognitive destructiveness and disorders may be a barrier greater than my words can penetrate. Yet, this is where a cure can be found would one dare to look and imagine.

Andrew Jackson
2018-11-19b



Forget Hollywood, Become Your Own Super Hero

(rev2018-11-19a)

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How bad is it? How bad do you want what you don't have? How bad do you want to have the good life that others have and you don't. If you are a prisoner, in jail, what do you want? If you are angry and mad at everything in the world, what do you want? If you are alone, hiding in a room never wanting to see the light of day, what do you want? If you are in poverty, living in filth, dirt, with never enough food or warm clothes, what do you want? If you are sick and in misery, what do you want? If you are depressed with nowhere to turn but death, what do you want? If you are on drugs or alcohol and your life is in ruins, what do you want? If all you do is go to work day after day after day with nothing to bring home, what do you want? If you are literally in jail or figuratively imprisoned within your own mind, and hate your life..... if you can't understand how to free yourself from your own poverty, mental anguish, and violence that are the iron bars that have captured your life of joy and freedom..... if you are a person wasting away in the gutter, without a home or friend needing to change your life then maybe you are ready to join the knights of old in their quest for honor, wealth, justice and freedom. If you are an athlete needing to win, or an artist needing to express or if you are a dancer ready to fly and to take a step on your own quest for success, empowerment and self-determination and being, then maybe you are ready to escape your worldly limitations and join the warrior knights of the future, the Jedi Knights.

We have evolved to be joyous beings, to enjoy life and to enjoy work. Some people have figured this out. They are writing their own story and you don't exist. If you really want to change and have, and do and be a different character in your own play. You have to act. You have to do something to change your life. You have to intend another existence, life, and story. What do you want? Use the misery and hardship of your unwanted existence and take a step and determine what you want, do, or intend to have, today. Today, find something that will make you feel just a little bit better. Find something that lifts you just a little bit..... something....

1 I was mentally insane with delusions and voices flying around my head. I was crying out for
2 God to kill me. I blacked out and awoke with a rope in my hand to make it all end when a
3 voice asked me, “Can you go on?” I got myself back into a mental hospital and stayed alive.
4 I blacked out and awoke in a padded cell. They doped me on medications and minute by
5 minute, hour by hour, day after day I spent walking the hospital halls. When released,
6 nightly I roamed the deserts around El Paso until I ended in jail, beaten and bruised but still
7 picking a fight with the biggest man in the cell. A voice wanted me to stay alive and
8 continue my madness in hell. I said, “I can.”

9

10 My therapist asked me “What do you want? Can you find something for yourself, today,
11 under these miserable conditions, that will make you feel a little better, make you feel a little
12 less pain? Can you do something for yourself today? And can you do it again the next day?
13 And the next?” I said yes, “I can go on.”

14

15 From 1979 to 1996 I kept ‘going on’.... for over 15years I searched for a path to free me
16 from my own mental hell. Now, over 20years later, I am writing this to give you hope. I
17 found a path, a way out of hell. I am happily married. I am happily retired. I am still
18 learning how to enjoy life, but I am enjoying life. I found that success means bringing a
19 “healthy attitude” to life and to the daily, moment to moment decisions, especially to the
20 choices that are made on what to think and dwell upon. I found that a healthy attitude means
21 having the desire and intention to choose ideas, thoughts, beliefs, concepts, awareness’s,
22 deductions, reasons, dreams, and imaginations that *feel good*. I found that people who are
23 successful enjoy life because they have made a decision to focus on what feels good. I found
24 that success and having what you want means learning how to feel better. I found that health
25 and well-being are dependent upon focusing upon what feels good and that mental health
26 absolutely depends upon the ability to focus upon what feels good. I found that problems
27 occur when ‘what feels good is good’ attitude does not get out of the lower, “reptilian brain”,
28 the part of us that evolved first, a kind of “if it moves, eat it” mentality.

1 The success of our teachers in life, whether they are our parents, teachers and other students
2 in school, religious leaders, or bosses at work, or the powerful academia, political, and
3 business leaders who set the stage for our lives, their success is in their ability to empower
4 others with the skills and abilities to think and to feel good, and, to move thought and debate
5 up into the “mammalian brain”. Here, ‘what feels good, is good’ mentality can evolve into
6 broader and greater awareness of both short and long-term consequences, and, decision
7 making and action can mature into greater complexity and imagination. And, ‘what feels
8 good, is good’ can have a compassionate foundation for existence.

9 For those who have are not enjoying their ride in life and for those who can’t comprehend
10 how anybody can say “it’s all good”, may I recommend that you start using your emotional
11 system as it has evolved to be used. You will get to a place where, “Yea, I *can* understand
12 how it is all good”. It is very unfortunate that the most influential people in a person’s life
13 may have imparted a ‘impoverished’ attitude of life. But attitudes can change. The brain can
14 grow new circuits of understanding and awareness, and, provide you with new abilities to
15 meet the challenges of life, if you put in the effort. When I came to the point in my life when
16 I understood that ‘where I am, is not my fault, but it is now my responsibility’ that is when
17 life started getting better for me. It takes effort. But if you have the desire to improve and
18 empower your own life, start using your emotions and understand that if a thought doesn’t
19 feel good, it’s not. If what you are doing in life doesn’t feel good, it isn’t good, for you or
20 anybody around you. You have to become your own ‘super hero’.

21

22 Life can become good! Here is a psychology and therapy for anyone to use. If you or you
23 know someone whose life hasn’t been improving with the ‘help’ they are getting...Here is
24 what worked for me. I know it can work for you. Become your own super hero and save
25 yourself: <http://emotional-evolution.com/>.

26

27 Because every super hero needs their own mental super powers, [http://emotional-
28 evolution.com/cognitive-emotional-therapy/](http://emotional-evolution.com/cognitive-emotional-therapy/) tells you how to get them. This latter section
29 deals with the nuts and bolts that you can use to rebuild your own life into something

1 wonderful, a life that you can enjoy and where you can actually feel good most of the time.
2 The whole paper can also be downloaded for you to dwell upon at your own pace and
3 convenience (check the menu bar). Good luck! “Life is a state of mind” (from the movie
4 ‘*Being There*’). Make your state of mind one you like. It all can start with an intention to do
5 something to feel less bad, today. With this one step, to do something to feel a little better,
6 you will learn that you do have a power.....not the power of a victim, but the power of a
7 warrior, of a warrior knight, of a Jedi Knight.

8

9

10 Andrew Jackson

11 2018-03-23



Not until the illusion of emotions is understood
will the power of emotions be revealed.

1 **Symbiotic Psychology: The Synergy Between Mind, Body,**
2 **Emotions, and Consciousness**

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4
5 *Emotions are the perception, by consciousness, of a physiological biochemistry actuated by*
6 *cognitive activities of our evolved and nurtured neurocircuitry. Since emotions are a*
7 *perception of a state of physical being precipitated by cognition, then emotions are a*
8 *reflection of, and give insights to, the nature of cognitive behavior. Emotions can not be*
9 *destructive nor constructive but they are signaling the presence of very real destructive and*
10 *constructive cognitive behavior. These correlations between cognition, physiological*
11 *biochemistry, and good and bad feeling emotions are a result of millions of years of*
12 *evolutionary survival for the health and well-being of the individual. It is how these*
13 *correlations between cognition and emotions is nurtured by consciousness for decision*
14 *making within our reptilian (reflexive) and mammalian (cerebral) modes of flight, fright or*
15 *freeze that must be understood and developed within our society. (ref. 1-1, 1-2, 1-3, 1-4,*
16 *1-5, 1-6, 1-7, 1-8, 1-9, 1-10)*

17
18 Andrew Jackson

19 2018-03-23



1.0 Abstract

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A person cannot perceive the pain of putting their hand on a hot stove without first putting their hand on the hot stove. A person cannot have an emotional event to an accident of a person injuring themselves in a table saw without first having an accident to be perceived. The accident must occur first, which is then perceived and cognitively digested by the brain/mind, which in turns activates biochemical physiological changes within the body. It is these changes that trigger an emotional event that are perceptually available for consciousness's decision-making activities.

How is an “emotionally out of control” person “emotionally” out of control? If a person is having a “fit of rage”, or “acting out in anger” or commits a “crime of passion”, is he/she being “emotionally out of control” because his/her emotions are controlling cognition and physiological/biochemical behavior, or, is he/she being “cognitively out of control” because cognitive activities are creating physiological and biochemical changes consciousness then perceives and calls emotions?

Emotional events do not occur without any biochemical physiological changes. To have an emotional event, there must first exist corollary biochemical change events within the body and these biochemical events in the body are initiated by activities within the cognitive neural networks. Since emotional events are triggered by cognitive events, being

1 emotionally out of control is a false construct of the mind. It is not possible that an
2 emotional event can precede its corollary cognitive event. Therefore, a person who is
3 “emotionally out of control” is in fact “cognitively out of control” and any “emotional
4 disorders” must first be understood as “cognitive disorders”.

5

6 Emotions are the perception, by consciousness, of a physiological biochemistry actuated by
7 cognitive activities of our evolved and nurtured neurocircuitry. Since emotions are a
8 perception of a state of physical being precipitated by cognition, then emotions are a
9 reflection of, and give insights to, the nature of cognitive behavior. Emotions can not be
10 destructive nor constructive but they are signaling the presence of very real destructive and
11 constructive cognitive behavior. These correlations between cognition, physiological
12 biochemistry, and good and bad feeling emotions are a result of millions of years of
13 evolutionary survival for the health and well-being of the individual. It is how these
14 correlations between cognition and emotions is nurtured by consciousness for decision
15 making within our reptilian (reflexive) and mammalian (cerebral) modes of flight, fright or
16 freeze that must be understood and developed within our society. (ref. 1-1, 1-2, 1-3, 1-4,
17 1-5, 1-6, 1-7, 1-8)

18

19 This paper uses the theory of evolution to develop an argument that there are fundamental
20 and necessary correlations between (1) the mental activities of cognition, (2) the body’s
21 physiology and biochemistry, (3) the emotional perceptions of feeling good and feeling bad,

1 and (4) consciousness. Understanding these correlations reveals an emotional neural circuitry
2 designed to perceive **all cognitive activity** in terms of a healthy/unhealthy physiological
3 biochemistry. Because a cognitive event precedes its corollary emotional event,
4 consciousness cannot regulate or manage emotions directly. *Consciousness can regulate*
5 *and manage cognitive activities which consequently initiate physiological and biochemical*
6 *changes that are then perceived as emotions.* The power and extreme usefulness of
7 emotions being a consequence of cognition is developed and elaborated as an evolved
8 emotional guidance system for consciousness to evaluate and modify cognitive activities. It
9 is this understanding that is so important for the mental health community. This aspect of an
10 evolved emotional guidance system must be incorporated into psychological and
11 pharmaceutical therapy as well as into every day personal usage for the health and well-being
12 of an individual.

13

14 But, awareness of emotional conditions is another awareness of cognition.... which then can
15 form a circular feedback loop. This feedback, which if left unabated, can re-repeat upon
16 itself where the feedback is more dominate than the original awareness. This is similar to the
17 distortion that can occur between a repetitive feedback loop between a microphone and a
18 speaker. Here cognition is a response to emotion, that is, emotions are generating a
19 feedback loop in which cognition is incorporating into its original cognitive activities giving
20 the illusion that emotions are constructive/destructive rather than cognition.

21

1 **Section 2** of this paper reasons that emotions are an evolved biological system designed to
 2 give feedback on cognitive activities through the perception of physiological and
 3 biochemical behavior. **Sections 3, 4, 5 and 6** integrate this cognitive/emotional feedback
 4 circuit into psychological and pharmaceutical therapies. **Section 7** develops the progression
 5 of emotional wisdom in guiding cognitive activities towards healthy, successful, and
 6 environmentally adaptive deductions, conclusions and decisions. And lastly, examples of
 7 cognitive-emotional behavior therapeutic exercises are outlined in **Section 8**.

8

9

1.1 Introduction to Symbiotic Psychology

10 *The physical pain of a hand on a hot stove brings about a very natural reflexive response.*

11 *Such pain is a signal to get the hand off the stove. If the pain is ignored and the hand*

12 *remains on the hot stove, the biochemical signature of the hand changes to the degree that*

13 *the hand burns. If the hand is quickly taken off, maybe no medical attention is needed. If the*

14 *natural response of the body is usurped in some fashion and the hand burns a little, maybe a*

15 *little salve would allow the healing. But the longer the natural signals are covered up or*

16 *ignored, the worse the damage and the more extensive the healing process, including skin*

17 *grafts or worse. The crux of the problem is disregard for the body's signal to take the hand*

18 *off the stove.*

19

20 But aren't emotions also giving signals? Certain cognitive perceptions, thoughts and actions

21 feel good. Other cognitive perceptions, thoughts and actions feel bad. This feels good; this

1 feels bad. What is the significance of understanding emotions as an evolved biological
2 guidance system for cognitive behavior? What is the neurological liaison between mind,
3 body, emotions and consciousness that promotes health and well-being? How can this
4 relationship be exploited to develop more effective psychological and pharmaceutical
5 therapies? How can this relationship be used in daily, moment to moment decisions towards
6 happiness and well-being?

7

8 **1.2 Cognition, Emotions, Physiology and Neurology**

9 There is a vast array of interconnecting neurological networks which allow communication
10 between the different functional areas of the brain. These evolved neurological circuits
11 support liaisons between cognitive neural networks, body's biochemical physiology and
12 emotional neural networks, and consciousness (ref 1-9). Whereas the five sensory neural
13 networks provide information about the external environment, the emotional neural networks
14 provide information about the state of the body's environment itself.

15

16 There is an array of neurological networks associated with positive emotions, a second
17 associated with negative emotions and a third that inhibits or stops and freezes action (ref 1-
18 9, 1-10). Because different combinations of arrays are activated under different
19 circumstances and nuances, there exist a great variety of corollary possibilities between
20 cognition, the brain/body physiology and biochemistry, the emotional perception of feeling
21 good and feeling bad, and the associated activities within each function.

1 Neurological networks develop, grow, and even reorganize throughout life. New
2 relationships among these networks develop as new lessons in life are experienced and
3 learned. This attribute of neural networks is called neuroplasticity (ref 1-11). As a result of
4 neuroplasticity, every person has the neurological capacity to change and develop new
5 interpretations of and responses to his or her environmental stimuli.

6
7 Cognition deals with the processes of knowing, namely, perception, recognition, conceiving,
8 and reasoning (ref 1-12). The focus of, this paper, however, is how emotions have evolved
9 their own wisdom as to how that knowledge should be processed for the health and well-
10 being of the individual. Emotional neural circuits provide feedback as to how cognitive
11 processes need to be further utilized before any internal mental deliberations have been
12 properly concluded. The significance of negative emotions means the presence of a
13 physiological biochemistry that is unhealthy for the individual and the need for more
14 cognitive deliberation. The work isn't finished until the presence of positive emotions are
15 dominate as are their corollary healthy physiological biochemistries.

17 **1.3 The Four Postulates of Symbiotic Psychology**

18 **1. Emotions are the Perception of Physiological Biochemistry:** Cognitive

19 neurocircuitry activities (a) stimulate biochemical activity within the brain and body

20 (b) that we perceive as emotions (c). The emotions that we feel (c) are the result of

1 physiological biochemical activities (b), not the cause of. The illusion of emotions is
2 that emotions drive the mind and its biochemistry. Cognition precipitates changes in
3 body's physiological biochemistry which consciousness then perceives as emotions.
4 Therefore, since physiological biochemistry is a consequence of cognitive behavior,
5 emotions are not constructive or destructive in themselves as they only exist as a
6 reflection of very real constructive and destructive cognitive behavior.

7
8 **2. Evolved Correlations:** The cognitive construct of emotions evolved out of the
9 necessary corollary relationships between cognition, physiological biochemistry,
10 emotions and consciousness that promoted life throughout the ages. Emotionally
11 feeling good must correlates with the body's a) physiological biochemistry of health
12 and well-being, and b) the mind's knowing of health and well-being, and c) an
13 actuality of physical health and well-being. Therefore, cognitive activities should not
14 dwell within emotionally negative events but continue an iteration of various
15 cognitive activities until emotionally good feelings reflect physical health and well-
16 being and a focus upon that which is wanted and desired.

17
18 **3. "Feels Good is Good":** Because our basic emotional ethical system of 'feels good is
19 good' evolved out of the 'reptilian brain' of 'might is right', parenting and
20 community education and training must strive to push moral and ethical debate up

1 into our ‘mammalian brain’ where a more complex cognitive and emotional
2 awareness of ‘might for right’ ‘feels good is good’ ethics can be sustained.

3 **4. Capacity to Change and Adapt:** As a result of neuroplasticity, every person has the
4 neurological capacity to change and develop new interpretations of and responses to
5 his or her environmental stimuli. Neurological networks develop, grow, and even
6 reorganize throughout life. New relationships among these networks develop as new
7 lessons in life are experienced and learned. Reality changes as new neural cognitive
8 networks form. That which is understood and known to be real today may not exist
9 tomorrow.

11 **1.4 Author’s Note:**

12 Within the United States, every year, 44,000 people kill themselves. ([https://afsp.org/about-](https://afsp.org/about-suicide/suicide-statistics/)
13 [suicide/suicide-statistics/](https://afsp.org/about-suicide/suicide-statistics/)) How many of those made a decision, consciously or
14 unconsciously, to “reject” help from modern psychological and pharmaceutical therapy?
15 What of those mass shootings with the killing of innocent men, women, and children? Why
16 aren’t these mentally ill perpetrators reaching for help? Also, as a result of neuroplasticity,
17 every person has the neurological capacity to change and develop new interpretations of and
18 responses to his or her environmental stimuli. The irreverence of this biological wonder is
19 demonstrated within the U.S.A.’s criminal “justice” system. What is going wrong with

1 mental wellness in the U.S.? Can the mental health community do better? What are modern
2 psychological and pharmaceutical therapies missing?

3 Since I began voicing my concerns over erroneous psychological and pharmaceutical
4 therapeutic methodologies, over a million (*MILLION*) people have committed suicide,
5 millions of other people have been put in incarcerating conditions that only amplify their
6 psychological injuries and mass shootings continue with no review of the psychological
7 environments fostering all of these atrocities. Lack of true academic questioning and review
8 of psychological and pharmaceutical therapeutic practices within the U.S.A. is a true crime
9 against humanity.

10

11 The thesis of this paper is that emotions are perceptions of physiological biochemistry states
12 and that these physiological biochemical states of the body are a product of cognition neural
13 networks stimulating areas of the brain that in turn produce the changes in biochemistry.

14 Since emotions are a perception of a state of physical being precipitated by cognition,
15 “aberrant and destructive emotions” are but a reflection of the true prime mover, cognition.
16 And, cognitive activities can be extremely aberrant and destructive. It is cognition that must
17 be managed by understanding the significance and meanings of emotional perceptions. (ref.
18 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8)

19

1 I believe there is enough argument of logic within this paper to foster much-needed academic
2 discussions. Until such a time occurs, much can be individually accomplished by just
3 understanding the arguments within this discussion and applying the principles of symbiotic
4 psychology to everyday, mundane events in life. This paper is my effort to promote a new
5 wave of understandings within the symbiotic relationships between cognition, physiological
6 biochemistry, emotions, and consciousness.

7

8

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2.0 Emotions as an Evolved Biological System

1

2 *What if emotions are more than a stimulus for song, poetry and drama where poets bend and*
3 *sway their audiences' emotions up and down, as a roller coaster excites and thrills for the*
4 *pleasure, or dismay of its breathless riders? What if emotions are an evolved biological*
5 *system – like the muscular, skeletal, or nervous systems – and are closely related to the*
6 *sensory systems?*

7

8 *Is it possible to think of emotions as being separate from the evolutionary process of the*
9 *human species? If emotions have been run through the evolutionary mill, i.e., not separate*
10 *from the evolutionary process, what would some characteristics of the resultant design be? Is*
11 *it possible to use the ideas and concepts found within evolution to form logical deductions*
12 *and conclusions about emotions and feelings as they pertain to biological functions?*

13

14 *The notion that species develop by naturally selecting attributes that are advantageous for*
15 *survival is the cornerstone of the theory of evolution. If any human is to live or even thrive to*
16 *maturity where offspring will continue the survival of the species, might there be an evolved*
17 *link or correlation between emotions and an individual's cognitive activities and the body's*
18 *physiology? The following is a discussion to put forward the types of correlations that must*
19 *exist.*

1 **2.1 The Mind/Body/Emotion Correlation: Evolution's Impact**

2 The following scenarios are indicative of evolution's impact on the development of an
3 emotional guidance system:

4
5 (1) If feeling good correlates with a well-balanced and physiologically-vital body then
6 feeling good while climbing a tree to gather food or while balancing on slippery rocks
7 in a rushing stream to fish may not be hazardous. But if feeling good were to
8 correlate with a weakened and lethargic physiology/biochemistry, such challenging
9 actions would tend to be deadly. Such a false/positive correlation between emotions
10 and physiological biochemical vitality would be disadvantageous to survival.

11
12 (2) How would a genetic line survive if feeling good correlated with (1) a cognitive
13 knowing of strength, vigor, and adeptness with (2) an actuality of weakness and
14 ineptitude? Such a correlation has a limited survivability when climbing trees or
15 foraging across the savannahs in search for food or, in a modern example, when in an
16 inebriated state, a person confidently gets behind the wheel of a car to navigate
17 through rush hour traffic. And where is the motivation to act when there is an
18 actuality of vitality, vigor and strength but emotionally there is a feeling of illness,
19 lethargy and weakness? Therefore, evolutionarily speaking, feeling good correlates

1 with vitality, vigor, and strength and feeling bad correlates with illness, lethargy, and
2 weakness.

3 (3) Imagine that such basic life behaviors as breathing or eating were so emotionally
4 painful – or the lack thereof were so pleasurable – as to bring about suffocation,
5 starvation and death. Such an emotional/ physiological correlation would lead to the
6 demise of an individual and his or her genetic line. Whether this was genetically
7 predisposed or an inherited condition, or whether there even existed a genetically
8 developed predisposition to learn such a behavior, such a false/positive correlation
9 between emotions and physiology would hinder personal and genetic survival.
10 Therefore, there is a natural correlation between feeling good with healthy
11 physiological behavior and the way the body functions.

12
13 From an evolutionary perspective, feeling good means a positive correlation between the
14 neural networks that activate (1) a cognitive awareness of strength, vigor, and well-being, (2)
15 an actualization of a physiology of strength, vigor and well-being, and (3) the neural
16 networks associated the emotions of pleasure. Biochemistry, both at the molecular level and
17 the neural network level, must sustain the correlations between (1) the cognitive knowing of,
18 (2) the feeling of, and (3) actualization of strength, vigor and well-being. Simply put, if these
19 correlations did not exist in this way a person would have a low probability of survival.

2.2 Cognitive Imagination and Evolution

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How would a genetic line survive (1) if the body's need for water did not stimulate the mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated with negative emotions? If the body needs water, this need must correlate with the mental act of imagining water and correlate with positive emotions. That is, there is a correlation between imagining the necessities of life and positive emotions. If, instead, there was a correlation such that the imagery of food, water, and shelter brought about negative emotions, then these basics of life would be avoided, leading to an evolutionary dead end. So, for the survival of the species, there must be an evolved correlation between (A) the evolved neural networks of the cognitive brain of imagination and (B) the neural networks of the emotional system such that it (C) feels good when (D) the individual's imagination dwells upon the presence of the food, water, and shelter, which (E) is wanted and desired by the body in order to survive.

A person dwelling upon the presence of that which is wanted triggers a healthy physiological/biochemical condition within the body which activates an emotionally positive neural network. A person dwelling upon the lack that which is wanted triggers an unhealthy physiological/biochemical condition within the body which activates an emotionally negative neural network.

How would a genetic line survive if the idea of *not* obtaining food, water, and shelter correlated with feeling good? Or, how would a person (and his or her genetic lineage)

1 survive if cognitive imagery dwelt upon that which is not wanted and this mental activity did
2 not correlate with negative emotions? A person dwelling upon that, which is not wanted,
3 triggers an unhealthy physiological biochemical condition within the body which activates an
4 emotionally negative neural network perceived by consciousness. There must have been an
5 evolutionary development that resulted in these correlations or we wouldn't have survived as
6 a species.

7

8 To succeed, and even thrive, in life comes from bringing a “healthy attitude” to life and its
9 daily, moment to moment decisions, especially with those cognitive choices that are made on
10 what to think, imagine and dwell upon. “Healthy attitude” means having the desire and
11 intention to choose cognitive activities (ideas, thoughts, beliefs, concepts, awareness's,
12 deductions, reasons, dreams, and imaginations) that feel good. People who are successful
13 and enjoy life are such because they have made a decision to use emotionally negative
14 cognitive activities as motivation to find, allow, develop, and dwell upon those emotionally
15 cognitive activities that feel better. Physical health and well-being are dependent upon
16 cognitively working towards better and better feeling thoughts until feeling good cognitive
17 activities dominate one's internal conversation. Mental health and well-being depend upon
18 having the motivation, intention, and ability to cognitively work at emotionally feeling good.
19 But, problems occur when a ‘what feels good is good’ attitude doesn't reflect a self that lives
20 with strength, vigor, adeptness and a compassion for others to realize the same.

2.3 Conclusions

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When factoring in evolution, the emotional perception of physiological and biochemical states of the body become an integral part of the brain's neural network for maintaining the body's health, strength and vigor. Emotions bring another attribute of awareness to a person's consciousness as to the nature of his or her cognitive and physical activities. For simplicity, emotions can be divided into two areas of awareness: those emotions that feel good and those emotions that feel bad. Because of these evolved mind/body/emotion/consciousness correlations, feeling good or feeling bad has a significant meaning as to the biological health of an individual. Cognitively activating the physiological neural networks pertaining to strength, vigor, adeptness, and well-being activates an emotional positive neural network. The perception of negative emotions is a warning signal that the continuation of such cognitive and physical activities is having a negative impact on the physical health and genetic survival of the individual.

The simple arguments above are constructed to illustrate how evolution brings about specific relationships between the mind, body, and emotions and consciousness. Many more complex scenarios can be developed for the variety of relationships people have with their physical and social environment. Also, the element of time and the relativity of strength and vigor are not discussed but can be easily factored in for added layers of complexity. And the moral and ethical debate of a 'feels good is good' behavior guide has been going on for thousands of years and will continue for thousands more but ultimately it is an individual

- 1 debate that continues throughout a person's lifetime of experiences and, hopefully, a lifetime
- 2 of continual growth and greater understandings.

3.0 Depression: Mental “Illness” Or Mental “Injury”

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3 *The physical pain of a hand on a hot stove brings about a very natural reflexive response.*

4 *The pain is a signal to get the hand off the stove. If the pain is ignored and the hand remains*
5 *on the hot stove, the biochemical signature of the hand changes to the degree that the hand*
6 *burns. The feeling of pain is significant to the health and survival of the body. The issue is*
7 *the lack of responsiveness to the pain. But is the condition of the hand an ‘illness’ or an*
8 *‘injury’?*

9
10 From the perspective of an emotional guidance system, the biology of a biochemical
11 “abnormality” associated with emotional pain (such as depression) is analogous to the
12 biochemical “abnormality” associated with the hand’s physical pain on a hot stove. And, the
13 more the emotional pain is (1) ignored, (2) suppressed or usurped, (3) it is biochemically
14 blocked or sedated, (4) it is blocked by neurological damage, or (5) it is unacknowledged for
15 any other reason such that the individual’s thoughts and the activities of his or her mind
16 remain on the ‘hot stove’, the more the associated biochemical signature and neurological
17 processes will differ from that of a ‘normal’ healthy person (3-1). The issue is the lack of
18 responsiveness to the emotional pain to get the mind off a potentially damaging mental
19 stream of consciousness. But, is *this biochemical abnormality* an ‘illness’ or an ‘injury’?

20 The ‘illness’ in mental illness arises when healthy responses to the emotional system are
21 absent and the individual does not have the mental/emotional capacity, agility, or wisdom to

1 respond to his/her emotional guidance in a natural and healthy manner to ‘get his/her mind
2 off of the hot stove’. But is this *lack of emotional responsiveness* an ‘illness’ or an ‘injury’?
3

4 **3.1 Cure an Illness, Rehabilitate an Injury**

5 The observation within people with mental ‘illness’ is a biochemical abnormality from the
6 “mentally healthy.” But there is, by evolutionary design, supposed to be a biochemical
7 anomaly when a person’s mental activities are unhealthy. That is, when cognitive activity
8 dwells upon unwanted, unhealthful, or negative aspects of life. When a mind remains on the
9 ‘hot stove’, he/she is activating a completely different neurological network. There should
10 be a different biochemical signature. The fallacy is in the attempt to pharmaceutically
11 “normalize” a patient’s physiological biochemistry without also removing that person’s
12 “mind” from the hot stove and rehabilitating “healthy” neural network activities between
13 cognition, body, emotions and consciousness.
14

15 Where well-being and a natural emotional responsiveness exist, no medical attention is
16 needed. But if the mind ‘burns’ a little, maybe some simple medication accompanied by
17 supportive psychotherapy would promote healing and a return to a naturally functioning
18 neural network of a healthy cognition-physiological/biochemical-emotional relationship that
19 can be utilized by consciousness. However, in acute cases where such a natural emotional
20 response, awareness, or behavior is lacking, and where healing is not occurring, supportive
21 medication and hospitalization may need to be more invasive.

1 Extensive rehabilitation therapy will be needed to take advantage of the brain's
2 neuroplasticity abilities to recreate a new neurology of healthy mental responsiveness to its
3 emotional guidance system. Supportive pharmaceutical intervention should be an aid to the
4 patient, as a crutch, to help him/her regain healthy responses to their emotional guidance
5 system. The crux of the problem for those suffering to this degree began with their disregard,
6 or ignorance of, a wondrous and highly evolved emotional awareness of healthy biological
7 conditions.

8

9 **3.2 Responding to a neurological emotional guidance network**

10 There is great power within the activation of the emotional negative neural network and the
11 realization and conception of that which is not wanted nor desired. But this power is only
12 actuated if the opposite end – the positive, pleasurable end of the spectrum can be known
13 (perceived, recognized, conceived, and reasoned, ref 3-2) and actuated.

14

15 People who are healthy, happy and successful in life use their power of consciousness to
16 pivot off the emotionally negative aspect of a scenario and into a more emotionally positive
17 *re-framed* scenario. They have learned and developed the necessary skills that are essential
18 in our society to manage their focus of attention in response to their own emotional feedback.
19 They have developed a 'cognitive dexterity' that only temporary upsets healthy biochemical
20 balances. They have the motivation, drive and, most importantly, the proficiency to

1 cognitively create a scenario of that which is wanted and desired – which activates the
2 emotional positive neural network and a healthy and balanced biochemical physiology.
3 The development of the extreme biochemical signature of mental illness that requires
4 psychiatric drugs is the result of a chasm that developed between the cognitive activities
5 within the brain and the individual’s responsiveness to the emotional guidance system.
6 Severe mental “injury” or “illness” that may never fully heal may have resulted from
7 neurological damage, disease, drug abuse, prolonged and extensive use of medications,
8 trauma, birth defect, or some other inherited condition. On the other hand, more treatable
9 conditions may have ‘normally’ developed through life from a person’s inability to process
10 the indoctrinating effects of life’s significant characters. Parents, religious figures, teachers,
11 peer groups, or the constant barrage of ‘information’ in this new age of technical wizardry
12 can lead to a breakdown between cognition and consciousness’ responsiveness to its own
13 evolved emotional guidance system. Less dramatically, such a breakdown may be caused by
14 the many interactions life presents while growing up – where others’ emotional guidance
15 systems have usurped, instead of enhanced, a person’s natural emotional responsiveness.

16

17

3.3 Conclusion

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Whatever the dysfunction is called – illness, disease, disorder – and however the lack of
symbiotic ties between cognition, physiology, emotions, and conscious were disrupted, the
objective in psychological and pharmaceutical therapy is to establish the evolved and
symbiotic relationship between these constructs where a person can enjoy and thrive in life

1 with its many exciting challenges. The neuroplastic capacity of the brain to establish new
2 neurological circuits takes time and the psychological and pharmaceutical rehabilitation
3 methods to reinforce this new neurological growth have yet to be properly identified and
4 researched. But, it starts with the patient finding but one activity that makes him/her feel
5 better, which usually means feeling ‘less bad’.

6

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4.0 Cognitive/Emotional Rehabilitation

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In the discipline of psychological and pharmaceutical therapy, there is a need for understanding emotional guidance and cognitive regulation. “Emotional regulation” is a misconception and aberrant construct of actual bio-physiological events. To pharmaceutically regulate emotions is to obscure cognitive behavior from the very consciousness that needs to comprehend its own behavior. Emotions are a perception of physiological biochemical conditions within the body precipitated by cognitive behavior. It is cognitive behavior that must be accessed by the individual with the help of the emotional system. A psychologist can aide in this understanding and also train the individual how to use emotional guidance to change associative cognitive activities. Any undesirable cognitive activities can be used as a launching pad to reach for less negative and, eventually, positive and productive cognitive activities that result in a healthy biology and positive emotions.

Cognitive rehabilitation must help individuals to use their brain’s neuroplasticity capacities to develop new and emotionally positive cognitive habits of thought, perception, and imagination. Such a discipline would help a person develop internal powers of choice and creativity to move the mind towards activities that result associated harmonious emotional responses. Besides the cognitive activities of recognition, conception, reason and imagination, there are the perceptual activities of the senses – touching, seeing, hearing, smelling, and tasting – as well as the physical activities a person may engage in. All of these

1 cognitive activities comprise associated emotional aspects to be heralded and empowered
2 into well-being by the psychologist.

3

4 There is a need for a psychotherapy that fortifies a patient's desire to stay on the road toward
5 a natural state of health and well-being: a discipline where a patient's own emotional
6 guidance system is acknowledged, validated and reinforced. This implies empowering a
7 patient with the ability to reach for and chose cognitive activities that feel better so he/she
8 actually does feel better in the present and it is not some goal to be realized in the future.

9 These cognitive activities may simply go from painful to less painful, but eventually they
10 will go from feeling good to feeling even better. The key for success is a caregiver who will
11 develop a patient's cognitive ability to find cognitive activities that feel better now, in the
12 present, in this therapeutic session. The goal is for a patient to feel even better by becoming
13 mentally and physically well through leading a life responsive to his/her own emotional
14 guidance system. Wellness means without therapy and without medications. A person may
15 never reach a state of mental health that is without therapy or medications, but just
16 demonstrating with them that they have the ability and the power to feel better now creates
17 hope. Hope can make all the difference between staying with or leaving a program. It can
18 make the difference between staying or leaving life itself.

4.1 Emotional Guidance

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Within the psychology of “emotional guidance,” the naturally evolved response to negative emotions is for a person’s consciousness to use the energy from this negative cognitive/emotional state to pivot the mind’s activities onto activities that bring positive emotions. If emotions are skewing negative, it is the person’s signal *to stop* and take steps towards a new perspective and to refocus the mind and its activities onto a reframed view of the subject. If these efforts fail, then learning to refocus consciousness onto something entirely different may be the best action to bring a more positive emotional response. As people grow from childhood to adolescence to adulthood, they learn more complicated and sophisticated facets of (1) recognizing and acknowledging the presence of negative emotions, (2) stopping the spiral down the emotional staircase earlier and earlier in the decline, or as in the case of mania, stopping the upward spiral, (3) reframing and refocusing the consciousness into a less negative emotional perspective, and (4) repeating this reframing and refocusing into better feeling emotions until they are back at an emotionally positive, healthy and harmonious vantage point.

Maintaining a healthy and joyful lifestyle requires having an ability to move up or down the spiral staircase with ease and fluidity, just as emotions flow up and down with the changing consciousness of watching a movie or reading a book. Issues involved within mental illness, addictions, and violence develop when this more complicated and creative aspect of a healthy cognition are absent, usurped, driven, or even manipulated out of a person’s

1 repertoire of survival skills. The resulting loss of choice to get on or off the emotional roller
2 coaster can leave an individual broken and in need of professional help.

3 **4.2 Defining Mental Health and Well-being**

4 Mental, physical, and emotional wellness depends on actuating their evolved corollary
5 relationships. Emotions are a perception of physiological biochemical conditions which are
6 an actualization of cognitive activities. If a person's emotions are working as evolution
7 directed and are giving an accurate perceptual feedback on his/her physiological
8 biochemistry, then a problem is not an "emotional disorder" it is a "cognitive disorder." A
9 true emotional disorder would be akin to a sight disorder such as near sightedness, far
10 sightedness, or even color blindness. A distinction must be made between a properly
11 working emotional system – one which gives accurate feedback on the body – and an
12 emotional system with a disorder – one which has a non-associative relationship with the
13 body and mind.

14
15 Within the context of emotional guidance, a person is mentally healthy when he/she can
16 naturally (i.e., without alcohol, drugs or medications), respond to his/her own emotional
17 guidance and move up or down the emotional spiral staircase as a choice. Mental health
18 means a person has the aptitude, skills and capacity to return back into the pleasures and
19 harmonies of life from event to event throughout life. Mental health is being capable to do
20 the work that is necessary to move within the emotional spiral staircase: from a

- 1 mental/physical/emotional negative state into (and to act from) a mental/physical/emotional
- 2 positive state of existence.

5.0 Psychological Therapy

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“Doctor, what is your end game? Up to now I have been passively going to therapists like a bump on a log and now I am sitting here in front of you. I want to get well! I believe I can get well! I want to know how listening to you will get me on a path to well-being? I want to feel good and be free of all you doctors. I know a person who was psychotic.... he heard voices, had delusions and fantasies. He really tripped out at times and would ‘wake up’ in a hospital. He tried to kill himself. He spent over 15years heavily medicated and still his psychotic manic episodes ended him up in mental hospitals. He spent years talking to therapists like you and doped up on meds, but now he is free.... free from doctors, meds, hospitals, padded cells and he no longer goes ‘schizo’. I want to be free. How is your therapy going to get me there? How will I know if I am getting well? What am I doing wrong? How are you going to help me change so I don’t ever have to see the likes of you again?!, Sorry, but that is how I feel.”

Do we manage emotions with cognitive activities because emotions control behavior, or do we manage emotions with cognitive activities because emotions are a response to cognition via cognition’s influence upon physiological biochemistry? Are emotions controlling cognitive and physiological/biochemical behavior because they are an independent construct.... or.... are emotions perceiving cognitive activities via physiological/biochemical behavior? Are emotions a ‘power of influence’ or are emotions a ‘response of

1 awareness' with their 'power of influence' coming from a cognitive awareness and reaction
2 to their presence? Is it possible for emotions to exist on their own, or is their existence
3 dependent upon cognitive activities which create physiological biochemical behavior?
4 Evolution has established a cognitive/physical/emotional correlation such that emotions
5 provide consciousness with an awareness to the health and well-being of the body's
6 physiology and biochemistry.

7

8 Within emotional guidance is the cognitive construct of want and desire: more precisely, the
9 pleasure one feels when perceiving and cogitating upon obtaining and having that which is
10 wanted and desired. The foundation of a psychotherapy rehabilitation that asks, "What do
11 you want?" reaches through to the core of our evolved DNA that creates pain when hungry
12 and pleasure with fulfillment. The beginning of healing starts with reaffirming and
13 strengthening the cognitive neural networks of an individual's objects of desire and wanting,
14 and, their corollary emotional feelings of pleasure.

15

16 "What do you want?" is a question that brings about an emotionally negative response if the
17 patient is dwelling within the cognitive constructs of the 'not wanted' or 'lack of' that which
18 is actually desired. Our evolutionary reflexes are to move consciousness into cognitive
19 activities of 'that which is wanted'. The therapist's role is to aid in their patient's
20 understanding of this process and to train and to develop his/her cognitive skills necessary to
21 pivot cognitive activity from that which is 'not wanted' to cognitive activity of that which is

1 'wanted'.... from feeling bad to feeling good. Emotions are the guiding light regarding the
2 success or lack of success in this change of focus within cognition. Neuroplasticity of the
3 brain means that everybody has the capacity to realize a new and more beneficial reality
4 because the brain can rewire itself and create new circuits of understanding and alternative
5 healthy behavior.

6

7 A cognitive/emotional symbiotic therapy reaffirms an evolved biological guidance system
8 where emotions are used to evaluate cognitive behaviors. In stark contrast to 'emotional
9 regulation', emotions are not being 'regulated' but are used to regulate, that is, guide
10 cognitive behaviors. Also, in this context, emotions are not 'out of control' nor is there an
11 'emotional disorder'. On the contrary it is the cognitive mind that is 'out of control' and
12 there is a 'cognitive disorder'. Deviant emotional perceptions are reflections of this aberrant
13 cognitive behavior. Emotions are not dysfunctional in "emotional dysfunction" but are being
14 very functional in that they are bringing to consciousness the dysfunctional aspect within the
15 mind's cognitive activities that are creating the aberrant biochemical physiology we are
16 perceiving as emotions. It is these cognitive irregularities that need to be addressed.

17 Emotions are but the messenger.

18

19 It is the symbiotic nature of cognition and consciousness to ferret out that which is wanted
20 from within that which is not wanted. It is also within this nature to acknowledge that which
21 is not wanted from within that which is wanted. Cognition and consciousness have a basic

1 biological function to maintain a healthy and vital physiological biochemistry. Emotions
2 have a function. Emotions bring an awareness to consciousness of the health, or lack thereof,
3 of cognitive activities. Feeling good correlates with a healthy biochemistry and feeling bad
4 correlates with an unhealthy biochemistry. Psychological and pharmaceutical therapy must
5 honor these functions. Mental ‘illnesses’ arise when healthy responses to the emotional
6 system are absent and the individual does not have the mental/emotional capacity, agility, or
7 wisdom to respond to his/her emotional guidance in a natural and healthy manner to ‘get
8 his/her mind off of the hot stove’.

9

10 A useful definition of mental illness is the *inability* of a person to respond constructively to
11 emotional signals. Individuals feel or perceive emotions and normally respond to their
12 emotional guidance system by creating and accentuating cognitive activities that bring about
13 positive feeling emotions. Negative emotions are a driving impetus to create new and
14 different cognitive activities that bring about a healthy, good feeling emotional response. If
15 feelings are skewing negative, this is the brain’s signal to re-cogitate on this negative
16 stimulus or to get off this subject entirely and refocus the mind and its activities onto
17 something that brings a positive emotional response. The objective is to keep the mind and
18 its cognitive powers of perception, recognition, conception, reasoning, and imagination,
19 along with the body’s capacity of actualization, to be continually reaching for better, good
20 feeling emotional responses which are indicative of a healthy physiological biochemistry.

1 The goal and practice of *psychological rehabilitation* is to utilize the brain's power of
2 neuroplasticity and to develop within a person the mental agility and reflexes to
3 constructively respond to his or her emotional guidance system. At first, these steps may
4 simply go from painful emotions to less painful emotions, but eventually, with the
5 development of new habits and skills of mental agility, the steps will be from feeling
6 emotionally good to feeling emotionally even better. The presents of these skills is the
7 presence of mental health and well-being and the ability to lead a 'normal' life.

6.0 Pharmaceutical Therapy

1

2 *“Doctor, are you working with my therapist? Her therapy is helping me get control of my*
3 *thinking. If a thought doesn’t feel good, I’ve got to find another that feels better. But, how*
4 *can I do that when these meds you keep giving me make me feel all doped up. She says I need*
5 *to understand that my emotions have evolved to help me get my mind off of what feels bad.*
6 *Doctor, your drugs make me feel awful. How can I use my emotions to understand what’s*
7 *going on in my head if your meds are screwing me up? Also, do you have an end game of*
8 *getting me off of these meds? If I do get more control of my mind, can’t we change these*
9 *meds to something less doping? And, if I get better, then do you have another drug after that*
10 *that is easier on me? What I am getting at, Doctor, are steps to getting well, steps to get off*
11 *of my meds and not end up back in the psycho ward again. You know, I am getting to like the*
12 *Grim Reaper more and more as these years with you pass by. He has an end game. My*
13 *psychologist is helping me to get normal. Do you really have an idea of how to help me so*
14 *that I can get normal? How are you coordinating my pharmaceutical therapy with my*
15 *psychological therapy so that you guys are working together and helping me to not see you*
16 *ever again?”*

17

18 Medications can be very effective in “normalizing” external behavior from an observer’s
19 perspective, but what are these chemicals doing to the cognitive-biochemical-emotional
20 neural feedback circuit? What are they doing to consciousness’ ability to control and change
21 cognitive activities in response to emotional guidance. How can emotions guide cognitive

1 behavior when emotional or physiological neurological networks are being targeted with
2 artificially introduced chemical agents?

3

4 Emotions have an evolved role in guiding cognitive behavior and decision-making. If
5 emotions are perceiving physiological biochemistry, and cognition actualizes physiological
6 biochemistry, how are emotions ‘out of control’ and in need of ‘emotional regulation’? Is it
7 not cognition that is ‘out of control’ and therefore, is it not cognition that needs regulation?

8

9 Any uses of pharmaceuticals designed to impact the emotional system also impacts the
10 emotions’ correlations with (1) the mind’s cognitive activities and (2) the body’s
11 physiological biochemical activities and (3) the emotions’ awareness of the body’s
12 physiological and biochemical conditions. Biochemical agents must harmonize with
13 emotional design and augment the brain’s neuroplastic capacity for developing new
14 constructive habits. The purpose of pharmaceutical therapy should be to assist
15 consciousness’ power and ability to manipulate cognition and to help consciousness to
16 respond to emotional guidance in a healthy and constructive manner. Is that the intent of
17 current pharmaceutical therapy?

18

19 **6.1 Psychiatric Medications Designed for Healing?**

20 There is a need for psychiatric treatment to use drugs and medications that help
21 consciousness to regain its own power and responsiveness to its own emotional guidance

1 system. These medications should also help consciousness break away from a narrow and
2 myopic world view which can spiral cognition out of control. There is a need for
3 pharmaceuticals that can help create a biochemical environment where the personal powers
4 of an individual's consciousness can start making attempts to be more responsive to his or
5 her emotional guidance system. These new agents must also augment the brain's
6 neuroplastic capacity.

7

8 These new designs would aid individuals in their abilities to use their own cognitive skills
9 and reflexes to co-function with their emotional guidance systems. These new medications
10 would aide and empower consciousness to either take the mind off the negative downward
11 cognitive spiral of depression or take the mind off the out-of-control upward cognitive spiral
12 of mania. As new skills are developed and new neurological circuits are cultivated, the need
13 for, and the types of, pharmaceutical assistance changes but always with the goal to
14 eventually be removed entirely. But, like the hand on the hot stove, the brain can be
15 damaged so extensively that no amount of training and development will ever succeed
16 because entire functions of the brain may have been irreversibly programmed into destructive
17 patterns. In such cases, there is the possibility that the mind/body/emotion chasm may be
18 permanent, resulting in a need for permanent pharmaceutical intervention and
19 hospitalization.

6.2 Masking Neurological Processes

1
2 There is a danger of medications *masking* destructive cognitive behaviors that normally are
3 exposed through erratic, abnormal, and convoluted emotional feedback. If these emotional
4 reflections of aberrant mental and physical behaviors are camouflaged with pharmaceuticals
5 and if irregular cognitive behavior is left unaddressed without proper psychological
6 counseling and therapy, cognition may fester unabated and create a myopic vortex of circular
7 mental and physical behaviors. This psychosis can break out with disastrous consequences
8 to the patient and to others, who may become characters in a manically-conceived tragedy
9 played out in real life.

10
11 This paper does not ignore the importance of pharmaceutical therapy, rather, it redefines its
12 purpose within the brain's neuroplastic environment to help individuals redevelop a healthy
13 cognitive activity in response to their perception emotional feedback about their
14 physiological biochemical states of being. As discussed earlier, a person has an evolved
15 emotional guidance system that promotes cognitive behavior that emotionally feels good.
16 Negative emotions promote avoidance behaviors. Mental illness may be defined as a
17 consciousness' inability to constructively respond to his/her own internal dialog between
18 cognition and emotional perceptions and the inability of consciousness to actively engage in
19 emotionally positive activities that are useful, healthful and life giving. Pharmaceutical
20 therapy should be augmenting psychological therapy in redeveloping the neurological
21 networks that reinforces evolutionary design.

6.3 New Opportunities in Medicine

1
2 The argument presented here for understanding emotions as a product of the evolutionary
3 process opens up vast new opportunities and possibilities within the fields of psychology and
4 pharmacology to rehabilitate the cognitive attributes of mental illness while honoring the
5 evolutionary role of emotions. There is certainly a need to identify new medications that are
6 appropriate for healing. Pharmaceuticals need to work with and augment the cognitive
7 rehabilitation processes within psychotherapy. And, most importantly, the argument
8 presented here opens up the possibility of a new hope for patients. Patients may now
9 approach daily psychological and pharmaceutical therapies with the hope and anticipation of
10 new healing possibilities within their journey back into well-being and joy.

11
12 A successful return to well-being and joy takes work on the part of both caregivers and
13 patients. If pharmaceutical intervention is required to stabilize a patient's cognitive behavior,
14 there is still a need to develop programs that reduce this pharmaceutical impact. As a
15 patient's rehabilitation promotes the new skills and habits necessary for consciousness to
16 respond to emotional guidance in a healthy and productive manner, less invasive drug
17 therapy is required. Any healing and return to wellness is dependent on the desire,
18 determination and fortitude of patients to seek wellness and to develop healthy new habits
19 and patterns of cognitive behaviors in response to their emotional guidance. Likewise, the
20 desire, determination and fortitude of the therapist, the psychologist, the psychiatrist and the
21 pharmacist play their role within the patient's healing process of restructuring cognitive and

1 emotional neurology and return to well-being. And society needs to rethink the meaning of
2 “criminal justice” and reform ‘punishment for crime’ into a judicial system that actually
3 promotes healthy cognitive rehabilitation and healthy neuroplastic development and a return
4 to well-being. **Well-being** means health, vigor, energy and vitality with a joyous anticipation
5 for the future and all its uncertainty.

7.0 Cognitive-Emotional Wisdom

1

2 *The success of our teachers in life, whether they are our parents, teachers and other students*
 3 *in school, religious leaders, or bosses at work, or the powerful academia, political, and*
 4 *business leaders who set the stage for our lives, their success is in their ability to empower*
 5 *others with the skills and abilities to think and to feel good, and, to move thought and debate*
 6 *up into the mammalian brain. Here, ‘what feels good, is good’ mentality can evolve into*
 7 *broader and greater awareness of both short and long-term consequences, and, decision*
 8 *making and action can mature into greater complexity and imagination. And, ‘what feels*
 9 *good, is good’ can have a compassionate foundation for existence.*

10

11 ***Cognitive-emotional wisdom*** means having the cognitive and emotional understanding and
 12 ability **to not act** from the lower platforms of despair, depression, and anger. It means to
 13 have the cognitive tools and agility to move up the emotional staircase and **to act** from
 14 platforms of good feelings where clarity, health and vigor reside.

15

16 The steps to move up the emotional staircase (or emotional hierarchy) vary depending upon
 17 the set of emotions involved. One order of progression may be to move from despair, to
 18 anger, to frustration, to displeasure, to pleasure, to joy, to delight, to exhilaration, and finally,
 19 to ecstasy. Most people do not have the ability to go from despair to joy. That would be too
 20 great a leap. But he/she may go from despair to anger, from anger to frustration, from

1 frustration to displeasure, from displeasure to pleasure, and from pleasure to joy over a
2 period of time.

3

4 Cognitive-emotional wisdom also means having the desire, courage, and tenacity to do the
5 work necessary to move up the emotional staircase and to continually reach for thoughts that
6 feel better. Poetry, music, dance, the arts, and sports can all be important motivators because
7 successful participation within these disciplines demand action from higher levels of
8 cognitive awareness and a more refined response to emotional perceptions. Every step higher
9 in the level of accomplishment demands an even greater commitment to a cognitive
10 discipline with emotional guidance. And, every step higher is a movement into greater
11 happiness, joy and passion. Think about it. Physical and cognitive agility, coordination and
12 strength, all key attributes for an athlete's success, evolution has demanded that he/she be
13 joyous and passionate within their endeavors.

14

15 As individuals mature into adulthood, they should continually be developing new and more
16 intricate methods of utilizing their emotional guidance to create new and more complex
17 harmonies within their minds and bodies, and, with their external world. The complexities of
18 the mammalian brain need to be utilized to adapt a prehistorically evolved emotional
19 guidance system with the demands, complexity, and nuances of our modern society.

20 Cognitive-emotional wisdom also means having a broad enough perspective on 'what feels
21 good is good' to understand that 'what feels good' in the immediate present may have a

1 completely different emotional response in the very near future. Jumping off a cliff may feel
2 great, but the landing leaves much to be desired.

3

4 The mind and body exist within a multitude of conditions and activities, all creating a
5 symphony of emotional feedback and harmonies. It is these harmonies and disharmonies
6 that individuals must bring together as they conduct the symphony of their life creations.

7 The primary goal and objective for society and its members should be to nurture and guide
8 individuals into their own beings as creators of their own lives. Much too often, societal and
9 individual actions create schisms between individuals and their own personal emotional
10 guidance, sometimes innocently, sometimes benevolently, but sometimes maliciously and by
11 design.

12

13 **7.1 Development of Cognitive-Emotional Wisdom**

14 The narrowness of myopic mental vision and perspective also plays its role in mental illness
15 and aberrant behaviors. The answer is to strive for action that is not mentally myopic but
16 integrates the totality of a person's cognitive and emotional universe. Different sections of
17 an orchestra must be aware that they are playing in the same key to remain in harmony. The
18 dissonance that can develop within a person to accommodate society's diverse demands can
19 be so great that it becomes impossible for a person to remain whole and mentally healthy.

20 To be mentally well, individuals must have successfully mastered the necessary skills to
21 navigate their cognitive and emotional processes through life's challenges and adventures.

1 They must successfully integrate the lessons demanded by society and develop the necessary
2 cognitive-emotional wisdom to succeed.

3

4 In a healthy cognitive/emotional symbiotic system, emotionally negative activities of the
5 mind must be a source of inspiration and creativity; inspirations for new, emotionally
6 positive cognitive activities that are the necessary precursors to healthy physical action.

7 Emotional wisdom is reached when emotionally positive cognitive and physical activities
8 bring health and vitality and nurture a constructive, cooperative and successful personal
9 environment. Emotional ignorance, on the other hand, is when emotionally negative
10 cognitive activities run amok: externally they create destructive physical actions and
11 internally they create unhealthy environments susceptible to disease, illness and injury.

12

13 The first step towards cognitive-emotional wisdom is to establish a person's awareness of the
14 fundamentals of the emotional feedback system. Unfortunately, even the syntax of language
15 misrepresents the mind, body, emotion relationship with consciousness. A person
16 "emotionally out of control" or having a "fit of rage", or "acting out in anger" or commits a
17 "crime of passion", is not "emotionally out of control" but actually he/she is "cognitively out
18 of control" because it is the cognitive activities that are creating physiological and
19 biochemical changes consciousness perceives and calls emotions. Emotions can not be
20 aberrant and destructive because they are but the messenger. It is cognition that can be

1 aberrant and destructive. It is cognition that is creating the physiological biochemistry that is
2 running afoul.

3

4 The phrase ‘don’t be so emotional’ or the concept of ‘emotional disorder’ do not use
5 emotions as a perception of mental activities via physiological biochemistry. This use of
6 language obscures the notion that the display of a person being ‘emotional’ is the direct
7 result of his or her current cognitive activities and it is these cognitive activities that need to
8 be addressed.

9

10 Cognitive-emotional wisdom is born when emotionally depressed persons begin to
11 understand and accept the relationship between their depression and the nature of their
12 thoughts. The fall into depression is not their fault but healing demands taking new
13 responsibilities. For depressed persons to continue dwelling upon the people and events
14 responsible for their current condition is to create barriers to understanding and accepting
15 their new responsibilities for their own thoughts and actions. Cognitive-emotional wisdom
16 means to begin taking new responsibilities for one’s own behavior and to change and
17 develop new habits of thought and perspectives. A neuroplastic brain makes all this possible.
18 (ref. 7-1)

7.2 Cognitive-Emotional Wisdom in Education

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What is the purpose of education if it is not to provide the tools and training for a successful adult life? And where is success without joy and passion? Can education be called a success if it does not provide the understanding and training of a personal cognitive-emotional system which has evolved for the actualization and maintenance of mental and physical health and well-being? Education should not be confined to developing a student's cognitive skills without also understanding the emotional connection to happiness and joy needed to succeed in life. Cognition, physiology, emotions and consciousness have evolved together as a synergistic team. This collaboration should certainly be part of our educational curriculum. And this means teaching and developing the skills and abilities to be happy and joyous within their endeavors.

Education must also be about training students to develop the wisdom necessary to function with an emotional system that has been evolving hundreds of thousands – if not millions – of years. The physiological biochemical response from cognitive activities of our reptilian brain are far different than the physiological and biochemical response from cognitive activities of our mammalian brain. And to ignore the intricacies of an emotional guidance system is to disregard thousands of years of survival on the savannahs of Africa. This emotional guidance system needs to be prepared and cultivated and nourished for successful operation within today's technological world and within the awakening and new acceptance of an individual's abilities to guide his or her own life.

1 The importance of physical education, sports, and even early-year recess in school is that it
2 nurtures the cognitive-emotional relationship to physical health and well-being. We evolved
3 to be active and these school activities reinforce the correlation between positive emotions
4 and physical health and well-being. Encouraging healthful activity with the feeling of joy is
5 to promote this evolutionary correlation. Seeking joy and the feeling of well-being within
6 physical movement reinforces the physiological and emotional connection that has evolved
7 over millions of years.

8

9 Performing arts such as dance, theater, and music especially ask of each participant to
10 connect with and to discover their emotional awareness. These disciplines require an
11 exploration into emotions. Instead of promoting a culture of emotional ignorance, they
12 promote a culture of emotional understanding and appreciation. This emotional awareness is
13 a vital factor in comprehending the cognitive, emotional, and physiological alliances.
14 Basic lessons in the understanding of and the application of one's own emotional system are
15 vital. This means the development of joy. The absence of these lessons in 'joyous wisdom'
16 leads to violence. Emotional wisdom is about taking healthful actions in joy rather than
17 taking destructive actions in anger. The capacity to perform the mental gymnastics necessary
18 to pivot from destructive to healthy actions should be developed within early childhood
19 education to take full advantage of the brain's neuroplastic behavior to reinforce these habits.

1 Students must have the cognitive training and skills to climb up the emotional staircase from
2 the lower emotions of rage and anger, to the higher emotional levels of frustration and
3 irritation, and finally to the pleasurable feelings of positive emotions. The failure to develop
4 this cognitive-emotional wisdom, where emotional evolution is ignored, can be directly tied
5 to our society's violent behavior where movement up the emotional staircase is never
6 learned, developed, nor practiced. Successful students know how to use their emotions to
7 guide their cognitive activities. A successful life has the same requirement.

8

9 We as a society have failed to develop the necessary education and training of a unique and
10 wonderful emotional guidance system. The consequences of such an ineffective emotional
11 understanding can be readily seen in our prisons, hospitals and welfare institutions. Violence
12 and a failure to succeed in life is the result of an individual's lack of understanding and
13 appreciation of the cognitive-emotional connection. The emotional guidance system has
14 evolved to constructively guide individuals so that violence is a last resort for immediate
15 physical danger. The overhaul of our criminal justice system must start with an overhaul of
16 our educational system and cultural values pertaining to understanding millions of years of
17 emotional evolution and the nurturing of cognitive-emotional wisdom.

1 **7.3 Criminal Justice Reform: The Unalienable rights of Life, Liberty and the Pursuit of** 2 **Happiness**

3 The mental skills and agility that most people have developed from birth to navigate
4 successfully through the societal nuances and intricacies of ‘what feels good is good’ and
5 ‘what feels bad is bad’ is absent in the tens of thousands of imprisoned people. Here, activity
6 has never moved out of the more reflexive reptilian mind and into the more intricate and
7 complex mammalian mind for compassionate and successful living. Any successful,
8 sustained rehabilitation is also dependent on understanding the brain’s neuroplastic nature by
9 our teachers, our parents, our schools, our religious figures, and by our politicians who are
10 blindly, or maybe purposely, setting up laws and punishments that only further degrade
11 human intellectual and emotional wisdom and well-being. **The brain can be rewired from**
12 **an emotionally negative decision processing that accentuates destructive behavior to an**
13 **emotionally positive decision processing that accentuates rewarding, useful and**
14 **constructive behavior and results.** (ref. 7-1)

15
16 Why does society respond to unwanted behavior via punishment? Why is “spare the rod and
17 spoil the child” such an ingrained euphemism within our culture? Why is punishment for
18 “crimes against society” considered to be just and humane behavior? Our current criminal
19 ‘justice’ system only further desecrates our humanity and continues the cycle of self-
20 destruction. It is time to stop individual’s and society’s downward spiral into hell.

21 Discussion and debate must move upward out of our more reflexive reptilian brain and into

1 our more compassionate mammalian brain where reality not only seems different, it is
2 different. Different neural networks are assembling a different world.

3

4 Within this new world, punishment is not justice and human degradation is obscene. Here,
5 empowering an individual to create their own, unique and wonderful world of joy is
6 paramount. Here, society nurtures cognitive-emotional wisdom, the wisdom that finds a
7 thought that feels better within a process that developed over tens of thousands of years of
8 evolution and that is now etched in our DNA. Where is the society and culture that promotes
9 cognitive-emotional wisdom *education and training* within our schools and prisons? Where
10 is the society and culture that knows not of punishment, but understands the wisdom and
11 freedom of joy?

12

13 Every person has an emotional guidance system; its understanding and training must be part
14 of our evolving moral culture. We have a penal justice system entrenched in ‘punishment’ to
15 bring ‘justice.’ Our penal system should be about justice, to be sure. But where is the justice
16 if there is no understanding of, nor education and training to employ a very ancient emotional
17 guidance system? Where is our government that was designed to protect our unalienable
18 rights? How can our government do its Constitutional mandate of promoting the general
19 welfare if it is not promoting life, liberty and pursuit of happiness, that is, promoting the
20 necessary understandings, purpose, and importance of an individual’s emotional guidance

1 system, a biological system absolutely necessary for life, liberty and the pursuit of
2 happiness?
3
4 Decision making and action from a negative emotional base has its evolutionary foundation
5 within the reality of actual and immediate physical danger. To act from fear and anger
6 within an emotional storm is to act without the benefit of the mental clarity and purpose
7 found within an emotional calm. Reptilian life and death cognitive reflexes are for the
8 natural and artificial battlefields that have little to do with most behavior requirements within
9 our modern societies. A person's power of decision making comes *not* from the emotional
10 negative places of fear, anger, and despair, but from the emotional clarity found within
11 peace, joy and hope. There can be no criminal justice without also providing the
12 cognitive/emotional rehabilitation needed to succeed in society. And this means teaching a
13 prisoner the wisdom in 'the pursuit of happiness'! It is a 'crime of society' to believe that
14 punishment is justice for criminal behavior. The rule of punishment reinforces and
15 propagates an emotionally negative and destructive way of living. Is that to be society's
16 intent for our current criminal justice system? The lack of ethical decision-making skills
17 within cognitive adolescence does not mean these behaviors can not be rehabilitated into new
18 ideologies and behaviors later in life.
19
20 Who can predict the motivation, drive and desire of a person to return to the life of freedom
21 and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even

1 after years or even decades of imprisonment? Within a climate of doubt and disbelief of
2 reform possibilities there may still exist within someone a flame of hope and the necessary
3 drive to work and develop his or her cognitive-emotional wisdom and return to the freedoms
4 and harmonies of joyous well-being. If there is not a moral duty, there is a Constitutional
5 mandate for society to explore the possibilities and to give those imprisoned a chance to
6 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to
7 explore, develop and learn about the mind-body-emotion-consciousness connection.
8 Likewise, there is a Constitutional and societal responsibility to understand cognitive-
9 emotional wisdom and the brain's neuroplastic ability to change and to develop new
10 neurological networks that can redefine new perspectives, new alternatives, and new
11 possibilities for successful living by our incarcerated brothers and sisters. Where is our
12 government that was created to protect our inalienable rights of life, liberty and the pursuit of
13 happiness? Where are the protectors of our Constitution for the welfare of all of humanity?

14

15

7.4 Reframing Antisocial Personality Disorder

16 Because of the brain's neuroplastic nature to develop alternate networks, more advanced
17 mental constructs of wanting and desire can develop as a person matures. The combination
18 of internal physiological behaviors and the external physical exertion for survival also means
19 a more complex development between the biological body and emotions. Movement to
20 gather food or even to hunt on the African savannahs during humanity's beginnings meant

1 survival. Thus, a correlation between emotional pleasure and physical activity would be
2 evolutionarily advantageous.

3 Although the joy of the hunt and the pleasure of gathering may produce the food needed for
4 survival, during the heat of the day continual exertion risks heat exhaustion, dehydration and
5 death. Rather than being a mere pawn of pleasure and pain, the individual must make
6 decisions whether to continue to hunt in such adverse conditions with survival of self and
7 family as one possible outcome and the death of the hunter and those dependent on the
8 hunter's survival as the other.

9

10 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity that
11 permits cognitive reflection about the conditions for physical exertion and weighing of
12 conflicting factors of feeling good getting food versus feeling bad because of the day's heat.
13 The success or failure of these reflections and choices can spawn different genetic lines with
14 different values and behaviors, such as one emphasizing the survival of the self and another
15 emphasizing the survival of the family. One genetic line may care about other people;
16 another genetic line may not. Therefore "antisocial personality disorder" would not be an
17 actual disorder; rather, it would be a natural part of an individual's evolution that society
18 must recognize.

7.5 Military Personnel Decommissioning

1
2 The power of the brain's neuroplastic capacity to adapt to the demands of a new environment
3 by changing and developing new neurological networks is also demonstrated by the
4 successful migration from civilian to military life. Unfortunately, this neurological network
5 change, which is developed to succeed in military life, is not later reconfigured for civilian
6 life. There must be a structured 'decommissioning' period for military combatant that
7 accounts for the neurological network changes that allowed for success within a militarily
8 structured environment designed for war. This wartime neurological network must be
9 reconfigured for a successful civilian life. Military life starts with a very well developed
10 'boot camp' that prepares a civilian for the new rigors and demands of a combatant. Where
11 is the basic re-training that deprograms and alters the neurological networks that formed
12 while in active military service and that are now detrimental to civilian life? Where
13 'commissioning' personnel into military service has a long and rich tradition to produce
14 successful combatants, surely it makes sense that the 'decommissioning' of military personnel
15 with the new knowledge of the brain's neuroplastic adaptive behaviors must be explored.
16 Success can be measured when we no longer hear of homeless veterans or veterans who have
17 given up hope and committed suicide. Military personnel are offered the most advanced and
18 best training in the world to succeed in the most brutal of environments. They should also be
19 the most advanced, best trained and most capable of transitioning anew to civilian life.

7.6 The Wisdom of a Champion: Let Joy Reign

1
 2 *The 'Grateful Red' (the U.WI. student section) are stomping their feet in appreciation of the*
 3 *skillful play of their basketball team. Team execution has reached a new level of excellence.*
 4 *'Every' shot is dropping, even the bazar and – amazingly – a teammate is in the right spot*
 5 *for every loose ball, block, rebound or steal. There's electricity in the air. It feels good! It*
 6 *feels great! It is wild. For team member and fan alike, this didn't just happen; it **began** with*
 7 *a feeling, a positive good **emotional** feeling that grew and then exploded...lighting the nets*
 8 *on fire!*

9
 10 The mental game of 'being in the zone', 'creating momentum', 'being connected' and
 11 'having confidence' is about *emotions*, about **good feeling emotions**. There is no mental
 12 game, there is no mental focus, unless the emotions and feelings collaborate and
 13 acknowledge it. The mind, body, and emotions must work together in synergistic whole – as
 14 the proverbial team – to bring forth an athlete's best performance. This mind-body-
 15 emotional game is about cognitively bringing forth an accumulation of all the times an
 16 athlete experienced a successful moment, especially in competition. The mind-body-
 17 emotional game of any contest is about having the discipline to use the mind (1) to find, (2)
 18 to focus in on, and finally (3) to use the presence of good feeling emotions to develop and to
 19 maintain 'the zone': this mind-body-emotional zone of confidence and momentum gleaned
 20 from previous successes. The team must recreate the mind-body-emotional game first, before
 21 the competition, to 'own' any court and competition. Underdogs win because they create a

1 pre-game vortex of success which is undeterred by the opponent's performance. ***Their***
2 ***results and outcomes of actions, shots, and plays follow their mental-body-emotional***
3 ***game.*** Champions win for the same reason. Yet, how many teams get overpowered in the
4 last few seconds, not by an opponent's skill, but by the opponent's overpowering belief in
5 themselves as the victor.

6

7 The mind-body-emotional play of a competition starts long before the actual game begins
8 and must continue throughout any competition. Championships are lost because emotional
9 guidance gets distracted from the final outcome and is sidetracked into the pregame publicity
10 of previous successes. Winning feels good but a tournament isn't over with the semi-finals.
11 This is the time for real mind-body-emotion discipline; to use the mind and its cognitive
12 abilities to focus in on, to recreate, and then to **maintain the emotional play of previous**
13 **successful competitions.** What were the mind-body-emotional states that brought previous
14 successes? Recreate these mind-body-emotional states as protection from any barrage of
15 doubts, fears, uncertainties, and questions presented by the upcoming event. Recreate these
16 mind-body-emotional states as a defense from the lure and illusion of a victory that doesn't
17 yet exist. Recreate these mind-body-emotional states as an offence to the opponent's barrage
18 of jabs, hits and punches to assert 'their' dominance. This starts in the off season at home
19 and continues through each practice and right in the locker room and onto the court and
20 throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-body-

1 emotional synergy of success. Too many half-time talks by the coaching staff disconnect
2 rather than reinforce the team's connection to strength, agility, coordination and power.

3 The audience may be watching and emotionally reacting to the action on the court, but the
4 real plays take place in the minds and hearts of each player. Which team is going to maintain
5 their knowing of, and feeling of success? Which team will rise and overcome each challenge
6 on who 'owns' this ball, these nets and this court? Which team will first feel the frustration
7 of a missed shot or stolen ball or an opponent's score and feel the gnawing fear of doubt?
8 Every move and pass before a shot is an assertion of confidence. Pass the ball around to set
9 up a shot but also to break down the opponent's mental resilience and to assertively
10 demonstrate to them that "we" control this game. We own this game. We are enjoying this
11 game. Our bench is enjoying this game. We are winning this game no matter the current
12 score. "Do you feel it? Good! Take the shot."

13

14 A player cannot play his or her best having an emotionally negative state of mind. The
15 presence of negative emotions means that a well-balanced and vital body is not
16 physiologically present. Physiological biochemical disharmony, felt through emotional
17 dissonance, manifests directly from cognitive dissidence. Eye hand coordination will be off.
18 Touch will be off. Shots will rim out or even become air balls. A simple layup will become
19 a challenge. Accidents will happen. Injuries will occur. To physically compete at a peak
20 physiological state, the emotional state cannot be negative which means that consciousness

1 must direct cognitive activity. Negativity leads to injuries when the body is stressed and
2 pushed to its limits during competition. The mind and body are biologically not working
3 together as a unified whole. **Evolution advanced a correlation between feeling good and**
4 **a well-balanced and vital body.** Emotional awareness of this, either consciously or
5 unconsciously, meant survival. Those who acted without this understanding did not survive.
6 To act without joy means the body is *not* in a prime physiological biochemical state and
7 simply does not have the harmony within itself to excel and perform at peak abilities.

8

9 Every moment throughout every day is an opportunity to train and to practice moving into a
10 better and better feeling place. Every negative emotion is an opportunity to create a more
11 powerful emotionally positive mental attitude. Winning starts when each negative emotion
12 is used as motivation to find a thought that feels better. Each of these successes helps
13 develop the mental gymnastics required to respond to an evolved emotional guidance system
14 with intent and with design. The emotional system is giving constant feedback on whether
15 ‘your head’ is getting into ‘your’ game or into ‘theirs’. The question is....do you have the
16 cognitive discipline to listen and to make the necessary adjustments?

17

18 Emotions are responses to all that activity going on between the ears. They are an ever-
19 present coach that lets each player individually know where his or her mind’s activities are
20 heading. The better the feeling, the more mental activities are in ‘**your game**’. The worse
21 the feeling, the closer mental activities are to getting lost in ‘**your opponent’s game**’. Half

1 time provides a moment to stop and step up the emotional staircase. Have the discipline to
2 use your mental training and abilities to move up from despair to anger, from anger to
3 frustration, from frustration to hope, from hope to belief, from belief to joy, from joy to
4 excitement, from excitement to...Take the time to re-take the ball and court and make them
5 'yours.' A time out is an opportunity to get 'your' mind, 'your' heart, and 'your' body back
6 into the game, 'your game.' Then any court throughout life will bring joy and become
7 'yours'.

8

9 *"If anyone doesn't believe that we are going out and take over the second half and win this*
10 *game, you can stay right here. We don't want you. We don't need you."* U.WI. football
11 *player halftime speech to the team (paraphrased).*

12

13 **7.7 Emotions in the 21st Century**

14 The purpose of life from a physiological, biochemical perspective is to find joy. A
15 correlation exists between joy and the biochemical balances found within the brain's neural
16 networks and the body that makes for a strong and vigorous being. Has not that been the
17 evolution of the emotional system? A false/positive correlation between joyous emotions and
18 lethargy, weakness, and ineptness would only make a being vulnerable and easy prey within
19 the survival of the species. Joy, happiness, and wonderment associated with biochemical
20 harmony of strength, confidence, skill, and agility, on the other hand, would clearly enhance
21 the survival of the species.

1 Genetically, humans are wired to feel emotionally good. The very strength and survival of
2 the individual depends on striving for better feelings and what those feelings represent within
3 the body. It is our evolutionary nature. But we do not thrive as individual beings without the
4 societal strength to create and empower the development of cognitive-emotional wisdom
5 where individuals learn, develop, and know how to respond to their own individual
6 emotional guidance with healthful and joyous actions and behaviors.

7

8 It is necessary to elaborate on some important distinctions which need to be made of our 21st
9 century consumer-focused society. Sugar may have wonderful ‘feels good’ associations but
10 gaining weight is probably not one of them. Shopping may feel good but getting the bills
11 may not. Having a brand-new car feels great, but the consequences of it being a stolen car
12 does not. The same ‘feels good’ but ‘know the bad’ goes for drinking, drugs, medications
13 and all of human behaviors. Knowing what actions may feel good and knowing what
14 consequences may feel horrendous is a product of the cognitive mind and the emotional
15 perceptual system of the body’s physiological biochemistry. Though society’s acceptance of
16 such actions is another discussion on its own: what if a person’s behavior aligns with
17 emotional guidance but this behavior is contrary to accepted societal norms? And
18 conversely, what if a person’s behavior aligns with emotional guidance but this behavior
19 *ought to be* contrary to accepted societal norms?

1 Where is the emotional wisdom in a ‘feels good is good’ behavior model? The better one
2 feels, the healthier one is, began evolving millions of years ago. In question are emotions’
3 guiding relevance in the 21st century and beyond. Emotions are only reflections of cognitive
4 activities via their awareness of physiological biochemistry. Therefore, it is not emotions,
5 but cognition that is in question. The power of cognitive-emotional wisdom lies within one’s
6 abilities to meet the challenges of today’s complex societies by transmuting life’s pains and
7 failures, via work and imagination, into the thoughts and actions that both feel good and are
8 integral and harmonious to a self that does not demand the obedience and subjugation of
9 others but promotes the welfare and empowerment of others. This means moving out of the
10 reflexive reptilian brain and into the more compassionate mammalian brain. Joy and
11 happiness dependent on the requirement and demand for specific behavior in others is an
12 attempt to appease a false ideology. It can never succeed. To make joy and happiness
13 dependent on others’ behaviors is to deny the evolutionary role of emotional guidance.
14 Emotional guidance and cognitive-emotional wisdom are **self** management tools.

15

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8.0 Cognitive-Emotional Therapy

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For those who have are not enjoying their ride in life and for those who can't comprehend how anybody can possibly say "it's all good", may I recommend that you start using your emotional system as it has evolved to be used. You will get to a place where, "Yea, I can understand how that makes sense, 'it IS all good'". It is very unfortunate that the most influential people in a person's life may have imparted a 'impoverished' attitude of life. But attitudes can change. The neuroplastic brain can grow new circuits of understanding and awareness, and, provide you with new understandings, awareness's and abilities to meet the challenges of life, if you put in the effort. When I came to the point in my life when I understood that "where I am, is not my fault, but it is now my responsibility" that is when life started getting better for me. It takes effort. But if you have the desire to improve and empower your own life, start using your emotions and understand that if a thought doesn't feel good, it's not. If what you are doing in life doesn't feel good, it isn't good, for you or anybody around you. You have to become your own 'super hero'.

Cognitive-physiological-emotional well-being means: 1) having the ability to evaluate one's own cognitive activities with one's own emotional system, 2) having the ability to STOP...and respond to this evaluation, 3) switching from emotionally-negative cognitive activities to those cognitive activities that will elicit positive emotions and, finally, 4) using these new emotionally-positive thoughts as the basis for constructive action. Cognitive-

1 emotional therapy is about developing the cognitive skills and habits necessary to harness the
2 emotional guidance system for purposes of attaining mental and physical well-being by
3 gaining new perspectives of people, places, and events. With this new perspective, new
4 opportunities to act and function will be unveiled that were previously masked by old and
5 emotionally negative cognitive habits. And most importantly, such revised cognition causes
6 a person to actually feel better.

7

8 Negative emotions are very important; in fact, they are fundamental parts of the healing
9 equation. Negative emotions are the lower steps of the emotional staircase. Positive
10 emotions are the higher steps. Negative emotions bring an awareness of that which is not
11 wanted (bottom steps) and are used to identify that which is wanted (top steps). The problem
12 and the solution are part of the same staircase. Engineers, for example, have problems to
13 solve. But engineers and ‘gamers’ don’t fixate upon on what’s wrong. They have the unique
14 ability to use what is wrong and ‘not wanted’ to generate solutions. Solutions become more
15 apparent after silently exhaling and quieting the knowing and fixation upon that which is
16 ‘wrong’. “Be still and listen...”

17

18 The objective of cognitive-emotional therapy is to attain mental and physical health and
19 well-being. This starts with learning how to emotionally feel better. The role of the caregiver
20 is to help pave the way for the patient to move up the emotional path. How far along the
21 path a patient travels depends on his or her motivation to take another step: take one more

1 step just to feel a little bit better. One step may take a month. It may take two. But no matter
2 the time, the cornerstone role of caregivers is to help patients take that next step with the
3 promise that when they do, they will feel better. At first, feeling better may simply translate
4 to feeling less pain. Eventually, though, over time, with development of new cognitive
5 habits, emotional feelings will transcend from negative to positive.

6

7

8.1 Motivation to Feel Better

8 The answer to the question “How do you feel?” depends on what that person mentally is
9 dwelling upon. Questions such as, “tell me, what is going on?”, “what is happening?” or
10 “what’s up?” coupled with follow up questions such as, “How do you feel about that?” or
11 “How does that make you feel?” are appropriate questions to ascertain the current emotional-
12 thought correlations. The reason for asking these questions is to help a person to
13 acknowledge the correlation between emotions and mental activities.

14

15 Answers to these questions will also help the therapists find the desires within their patients’
16 mental-emotional jungle. These desires can be harnessed as motivation to alter a patient’s
17 current, negatively-charged patterns of thoughts and actions into patterns of thoughts and
18 actions that feel better. “What do you want?” develops focus. An answer demands a
19 “fearless sifting and winnowing” (ref 8-1) of thoughts, experiences and desires and a focus
20 on ‘that which is wanted’ and its associative positive feelings.

1 Whatever a patient's desire may be, there is an underlying desire to feel good, to feel better.
2 This desire is an important motivation to do the work necessary for improvement. Feeling
3 good is also needed for activating the underlying neuroplastic changes in the brain that will
4 lead to a new, different and improved life style. (8-2)

5

6 To feel good, to feel better, to get well, to have a life and to enjoy work and play requires a
7 person to use his or her own emotional system to change current habits of thought. Work
8 and action are necessary to **not** be angry, sad, disappointed, depressed, and to lessen the
9 emotional pain and move out of the depths of despair. "Do you want to feel better?" "If the
10 answer is yes, then here is where you can start: do something for yourself everyday –
11 something constructive – that helps you feel a little better."

12

13 **8.2 Exercises in Cognitive-Emotional Rehabilitation (Your Super Hero Tool Kit)**

14 *All these 'tools' are method to change destructive and aberrant cognitive activities into*
15 *constructive and useful cognitive activities. Emotions act as a guide because emotions give*
16 *cognition feedback via perception of the body's physiological and biochemical state of being.*
17 *These body conditions are generated by the cognitive activities of the reptilian and*
18 *mammalian brains. Awareness of whether emotions are basic (reptilian cognitive activities)*
19 *or complex (mammalian cogitative activities) aids in the understanding that some tools will*
20 *be more effective than others. Rather than understanding the differences in basic and*

1 *complex emotions, it is far more important to develop an awareness to what is working and*
2 *what is not working for you to feel better:*

3

4 1. Focusing on that which is wanted

5 “What do you want?” is a question to bring focus and to identify a subject of desire and to
6 bring forth positive emotions. A person knows when he or she dwells upon ‘that which is
7 wanted’ when positive emotions come forward. Negative emotions come from ‘looking at’
8 or ‘dwelling upon’ such people, places and events a person **doesn’t** want; “You have told me
9 what you don’t want; now tell me about what you do want.” The presence of positive
10 emotions within the conversation may be attributed to success in changing the subject from
11 the ‘lack of that which is wanted’ to the ‘presence of that which is wanted’. Continual
12 discussion around these emotionally positive subjects lays the foundational touch stones for
13 moving up the emotional staircase where more joyous and healthy activity resides. At first,
14 these touchstones may be just ‘less painful.’ Yet, with continual work, movement up the
15 emotional staircase will eventually bring emotionally positive results.

16

17 Individuals can’t focus on what they don’t want and have positive emotions. We may use
18 positive words, but if the emotion behind our words is still negative, nothing changes. When
19 words and phrases are positive but the emotional state behind such words remains negative,
20 mental activity is still negative and unhealthy. The emotions behind the mental activity are
21 the guiding factor. Or more precisely, the physiological biochemical alterations produced by

1 cognitive activity that consciousness perceives as emotions. Focus on the emotional state.
2 When it changes from negative to positive; positive-sounding words become honest and in
3 harmony. The conversation revolving around a subject now leads towards health and well-
4 being. The challenge is to continue to modify the attributes of the conversation in this
5 healthier direction and to bring forth more and more positive emotions.

6

7 But the engineering mind and the gamer mind (as in chess) seem to develop positive
8 emotions while identifying and holding a problem in stasis, while searching for and allowing
9 solutions to ‘come to mind’. The design of the prefrontal cortex seems to be integral to this
10 process by holding ‘what’s not wanted’, which stimulates negative emotion, in the right
11 prefrontal cortex and the desired outcome of ‘what’s wanted’, which stimulates positive
12 emotion, within the left prefrontal cortex. (ref: 8-3)

13

14 2. Reframing and Appreciating

15 To appreciate a person or persons means to find something of “value” (stimulating
16 emotionally positive cognitive activities*) within them to focus upon. To appreciate a
17 situation means to find something of value within the situation and bring it cognitively
18 forward. Appreciation means to make the effort to dwell upon some emotionally positive
19 aspect of a person, place, or event. “This rain means we can’t go for our walk, but we can
20 catch up on our reading.” The subject matter doesn’t change. It hasn’t stopped raining, but

1 the rain's positive attribute is brought forward and the emotional state improves. Or as the
2 saying goes, 'make lemonade out of lemons.'

3 One type of reframing is to step back from the emotionally negative subject of a discussion
4 and to take a more general view. Instead of looking at the overwhelming task of 'my whole
5 house is a mess', reframe the massive task of cleaning the whole house into a practical task
6 of cleaning one room or one corner, or even to start with a drawer. A rose is a very beautiful
7 flower, but if you only see the thorns, it is an entirely different plant.

8

9 Listing the emotionally positive attributes of persons – or events – requires the work and
10 effort needed to use emotions to guide one's focus from emotionally negative aspects to
11 emotionally positive aspects. But once these emotionally positive attributes are identified and
12 they become first in a series of thoughts, the actions and events which follow will become
13 healthier. Remember, the primary goal in these exercises is to bring about emotionally
14 positive cognitive activity which correlates with a healthy lifestyle. Appreciating nature is a
15 wonderful method for extricating oneself from the harsh 'realities' of a negative world and
16 into another, no-less-real 'reality' of beauty and marvel that also exists in our world.

17 *The cumbersome phrase 'emotionally positive (or negative) stimulating event is still a short
18 hand of the more accurate phrase, 'cognitive activities that precipitate biochemical
19 physiology that stimulate emotional positive neural networks that consciousness then

1 perceives'. The issue is within the lack of understanding within the even more common
2 phrasing of 'it is good' or 'it is bad' or 'it makes me happy', or 'it makes me sad'. All these
3 common phrasings misplace the responsibility 'I' have in creating 'my own' emotional state
4 of being.

5

6 3. Touchstones

7 Any object can be a reminder of an emotionally positive moment. Pictures, for example, are
8 very common keepsakes: likewise, cards, clothes. Songs and music have a special habit of
9 activating thoughts and mental activities and their emotional responses. Helping a person to
10 understand how objects can draw out emotionally positive thoughts is but one aspect. But
11 objects, events and even certain smells can also quickly bring back memories of a painful
12 experience. The opportunity to stop old habits of thought and to develop new habits of
13 thought presents itself many times throughout the day. Years may have been spent building
14 an emotionally negative vortex of depressing thoughts and behaviors. Daily negative
15 flashbacks are a burden. But each flashback is an opportunity to take another step up the
16 spiral staircase and to develop healthier habits of thought.

17

18 4. Acts of kindness

19 A healthy lifestyle means to live – and to act from – an emotionally positive place. An
20 emotionally positive action develops a touchstone to a healthier lifestyle. One method to
21 bring up the emotions of a positive lifestyle is to perform acts of kindness. This extends the

1 mental exercise of appreciation outward and into the world. It begins the unveiling of a new
2 life of well-being. A kind act may be as simple as petting a dog or a cat, smiling at a waiter
3 or waitress, cleaning a room, or washing a car. The good feelings of a kind act toward others
4 make the reality of an emotionally positive world more real. It stands as a great contrast to
5 the emotionally negative world that a person is trying to leave behind.

6

7 5. Distractions

8 Sometimes reframing may be too difficult. Then, instead of continuing to fixate on a subject
9 of angst that is just too unyielding to remold into a better feeling accord, it may be time to
10 step away from the subject and to mentally dwell on something else. The object here is to
11 radically change focus and to completely distract the mind and its current unproductive
12 activities onto something that provokes emotionally positive feelings. Go to a movie. Read a
13 book. Enjoy a bike ride or a walk in the park. If the emotions improve then the distraction is
14 working. The subject of angst can then be re-approached with a clearer head.

15

16 An odd corollary approach is to go to a *more* emotionally negative movie. The old
17 unyielding cognitive activities have now been displaced onto a different scenario, the movie,
18 from which it may be easier to emotionally reframe into more positive emotions. But this
19 could also go the wrong way...

1 Going to a bar for a few drinks with friends can be a very effective means of distraction.
2 Much too often, however, this distraction like drugs and medications, may be seen as the
3 final solution...and the subject(s) of angst is never re-approached and resolved.

4 6. Meditation

5 Meditations are healthful activities whose function is to remove consciousness from the
6 mental chaos generated by daily life. Some meditations, like focusing on one's breathing or
7 on a spot on one's forehead, work on slowly quieting the thought processes. The key is not to
8 latch on or fixate upon a thought but to allow a thought to pass through the mind. More
9 mentally-active, guided meditations take place when someone leads the thought process.
10 Yoga and tai-chi are even more active meditations that involve the body. Running, biking,
11 and rowing are activities that may also have the meditative quality of quieting the mind.
12 Monitoring the emotional state is the key to effectiveness of any meditation.

13

14 These methods of calming the mind and 'emptying it of thought' represent means to allow
15 more emotionally positive thoughts to replace the old. A person will feel better because
16 mental activity has been removed from the subject of angst, but the real fruit of this labor
17 comes when new, more emotionally positive thoughts are allowed to grow and prosper. It is
18 always necessary to quiet the mind to allow room for these new ideas to sprout.

1 7. Sports

2 Within the educational curriculum, organized sports provide great opportunities to promote
3 lifelong mental health and well-being. For most student athletes, performing well is their top
4 priority and focus. Enhanced physiology for peak performance is a function of feeling good
5 which correlates with a cognitive knowing of strength, vigor, and adeptness and an actuality
6 of strength, vigor, and adeptness. Feeling good means adherence to a strict protocol of
7 utilizing the emotional guidance system to evaluate one's own mental activities. * Negative
8 attitudes and nervousness hinders an athlete's performance potential. Negative emotions
9 mean an altered neural circuitry and a diminished biochemical balance from that found
10 within the natural performance-enhancing attitude of feeling good and the presence of
11 strength, coordination, and empowerment. Record-setting performances come from a
12 physiology found within emotionally positive states of being. An athlete's whole life will
13 benefit from the cognitive skills and training developed to utilize the emotional system for
14 physical performance enhancement during athletic competition.

15

16 *Over excitement, although bringing forth good feelings, indicates a new biochemical
17 physiology that has yet to be integrated into a harmonious synergy of mind, body, and
18 emotions needed for competition.

1 8. Music and the Arts

2 Music and the arts training are significant in that their goals involve reaching into the
3 emotional system and to give these perceptions an outward expression. The processes of
4 reaching in and identifying emotional states is a significant step toward working the
5 cognitive/emotion symbiotic relationship. Music can provide an opportunity to bypass
6 confused and convoluted cognitive activities and make available a direct link into the inner
7 harmonies of well-being. Music and the arts can distract the mind into a better emotional
8 place. In some cases, they can also promote agitation, anxiety, nervousness and
9 apprehension. But most importantly music and the arts can activate and promote pathways
10 towards a sense of peace and connection into a more harmonious, healthy, and useful
11 consciousness.

12

13 9. Stop going there

14 Maybe a subject is so vast and unyielding that the only solution is just to ‘not go there’.
15 There is no solution, view point or aspect that elicits positive emotions. Avoidance may not
16 be ‘how I was brought up’ or ‘politically correct’ but it may be important for a person’s
17 health and well-being. “That is not your problem” may be the best advice a therapist can give
18 for developing a patient’s health. There is an important lesson here in valuing personal health
19 and well-being and the role of the personal emotional guidance system over the values
20 imposed by society and others. For example, fixating on world hunger can become

1 overwhelming. If a person isn't able to view or evaluate such a subject and emotionally feel
2 good about the 'good' they can do, perhaps it is a subject for that person to put aside.

3

4 10. Having Compassion for Self

5 Many people can manifest compassion for a person or animal that is having a difficult time,
6 but they fail to feel compassion for themselves. "Give yourself the same compassion you
7 give to others and stop using your own mind to beat yourself up. Do these thoughts feel
8 good? If not, let us work together and find ways to stop this self-inflicting torture."

9

10 11. Using Religious Ideals

11 There are many aspects of the world's religions that pertain to easing the mind of its burdens.
12 There are the Sufi dances of peace, there are the Hindu practices of "yoga" which means
13 'union with God', and there are the Buddhist meditations for "enlightenment" to reach
14 "Nirvana" and the cessation of suffering. Religious practices can be explored with patients
15 who are so inclined. Personal emotional awareness and wisdom are important because
16 within religion are also ideas and beliefs that, rather than bringing about an experience of
17 salvation and peace, simply invite "hell on earth." Emotional guidance is about controlling
18 one's own activities, not about controlling others.

19

20 "Let go and let God" or "trust in Allah" are just a couple examples of how religious beliefs
21 can be used to bring about emotionally-positive cognitive activities. The subject of

1 forgiveness may be about someone and their transgressions, but, most importantly,
2 forgiveness is by and large for the injured. Forgiving someone is an act of letting go of a past
3 experience so that a new life may begin. Forgiveness is a way for a person to move on with
4 life so that he or she may be “reborn” into a better existence. Other words of comfort may
5 include:

6

7 1) “When I let go of what I am, I become what I might be.” Lao Tzu
8 (brainyquote.com)

9 2) “May God console you among the other mourners of Zion and Jerusalem
10 (*Ha'makom yena'hem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim*).”
11 (myjewishlearning.com)

12

13 3) “Sadness is the heart telling you to find Allah. Depression is not listening to your
14 heart. Comfort is remembering Allah is always there.” Yahya Adel Ibrahim
15 (islamicquotesdb.com)

16

17 4) “The LORD is my shepherd, I shall not want...” Psalm 23 (King James Bible)

18

19 5) “Wherever you go, go with all your heart.” Confucius (goodreads.com)

1 feel better and that angry person may reply “I will feel better when I punch him in the face.”
2 Or “when my brother stops doing that, then I will feel better”. That is, when the proverbial
3 “they” stop doing “whatever”, then “I” will feel better. To depend on someone else’s
4 behavior changing in order to feel better is a trap. It requires that “every person in the world
5 who doesn’t do as you like must change. Is that really a reasonable expectation?” The need
6 for action can and should be satisfied, but action from a positive emotional place is far
7 different and more effective than action taken in anger.

8

9 Cognitive-emotional wisdom isn’t only about moving up the emotional staircase when
10 circumstances and events are conducive for upward movement, it’s also about having the
11 discipline and fortitude to resolve the internal struggles and to create the mental and
12 emotional harmony necessary for action when circumstances and events are not conducive
13 for upward movement. Too many people have the unfortunate life circumstance in which
14 the motivation for stopping the emotional-downward spiral into self-destruction only
15 develops from having already personally followed this despondent path into a barren
16 wasteland. It is the fortunate few who work and regain their evolutionary roots and relearn
17 how to act from an emotionally positive platform.

18

19 A person may have to only focus on a very narrow and constrained view of the world in
20 order for to access and use his or her emotional guidance. A person’s world view may be
21 limited to a back yard or to the shadows on the bottom of a pool of water. But as healing

1 occurs, broadening the understanding of how to use emotional guidance in an increasingly
2 vast and complicated world becomes necessary. Developing the cognitive-emotional ability
3 to function in society is one measure of health. A greater measure of health and sanity is to
4 actually enjoy the opportunities society offers. Tens of thousands of years of human
5 evolution means health and well-being is a function of our ability to use our emotions to
6 guide our cognitive behaviors.

7

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9.0 Emotional Guidance - The Dark Side

Good, and bad, feeling emotions are the perception by consciousness of the body/brain's physiological biochemistry precipitated by cognitive activities.

Emotions have evolved over millions of years into their own identity for all living species to not only survive, but thrive within this planetary existence called Earth. A parallel process, cognition, likewise, has also been evolving into its own identity. The symbiotic relationship between cognition and emotion, which had become so successful within the multitude of species over Earth's history, somehow became convoluted within humanity's cognitive construct of this unique and wonderful relationship.

9.1 The Grand Illusion Feeding the Dark Side of Emotions

Humanity's current cognitive construct of emotions is illusionary. Emotions can not 'overpower' reason, emotions are the result of reason. Note that the meaning of "emotion" from the Oxford Living Dictionary, (ref 9-1) "A strong feeling deriving from one's circumstances, mood, or relationships with others" does begin to catch this cognitive/emotion relationship. But their follow sentence examples seem to reaffirm emotions independent 'stand-alone' status:

- *'she was attempting to control her emotions'*
- *'his voice was shaky with emotion'*
- *'He began to drink heavily and seemed quite incapable of controlling his emotions.'*

- 1 • *'How could she have let him do this to her, to affect her this way that she had no*
- 2 *control over her own emotions?'*
- 3 • *'He said the crash had devastated the entire station and emotions were still raw.'*
- 4 • *'When he does react, he makes sure that his rational side is always in control of his*
- 5 *emotions.'*
- 6 • *'Her emotions were too strong, too raw, for her to be able to suppress them any*
- 7 *longer.'*
- 8 • *'He said he could never condone her reaction but her emotions were*
- 9 *understandable.'*
- 10 • *'She loves the fact that there is an intensity about holidays that can spark strong*
- 11 *emotions.'*
- 12 • *'She hated letting other people see her cry, as if it was a point of shame to possess*
- 13 *human emotions.'*
- 14 • *'There has been an attempt to defuse aggressive emotions and any desire for*
- 15 *revenge.'*

16 Wikipedia, along with an extensive discussion, sums up this illusionary nature of emotions
17 by: “Emotions *produce* different physiological, behavioral and cognitive changes” (Italics
18 mine for emphasis). (ref 9-2a)

19

20 All the previous sections of this paper have been an argument and explanation of another
21 cognitive construct of emotions: “*emotions are perception by the body's physiological*

1 *biochemistry precipitated by cognitive activities.*” Thus, the construct that emotions
2 “produce” various physiological, behavior and cognitive changes becomes a red herring for
3 our psychological, psychiatric and pharmaceutical detectives. And, most importantly, their
4 patients and the mental health profession suffers greatly with the continuation of this grand
5 illusion upon humanity.

6

7 **9.2 The Emotional Guidance of “What Feels Good Is Good”**

8 The cognitive construct of emotional guidance evolved out of the necessary corollary
9 relationships between cognition, physiological biochemistry, emotions and consciousness
10 that promoted life throughout the ages. In the most basic biological sense, this means that
11 ‘what feels good, is good’. That is, cognitive activities that support a healthy, vital, and
12 vigorous physiological biochemistry must feel good. Any cognitive activities that depress
13 health, well-being and survival that would also correlate with the conscious perception of
14 good feeling emotions, instead of bad feeling emotions, would promote behavior contrary to
15 the existence of the species. This basic biological play between good and bad feeling
16 emotions grows extremely complex as humans have evolved an extensive and intricate
17 cognitive neurocircuitry to manipulate a multitude of cognitive facets and reflections of
18 constructs, concepts, knowledge and awareness’s. But, no matter the complexity, the basic
19 evolutionary correlations of health and well-being rests upon conscious manipulation of
20 cognition and return to good feeling emotions. Using one’s own emotions to evaluate one’s
21 own cognitive iterations is emotional guidance. The skill and gymnastics to manipulate these

1 cognitive intricacies into joyous health, well-being, power, and freedom for self and others is
2 called emotional wisdom.

4 **9.3 Emotional Guidance Gone Wrong**

5 Nature's wonderful cognitive, physiological biochemistry, emotions and consciousness
6 corollary relationships have gone astray. Humanity has evolved to be happy, joyous and
7 healthy beings. Yet, this is far from our current status quo. An introduction to the how,
8 where and why nature's emotional guidance has gone wrong is discussed in the following
9 paragraphs:

11 1. "Aberrant" and "Destructive" Emotions

12 The "modern" psychological cognitive construct of emotions believes in aberrant and
13 destructive emotions. This illusionary construct is ignorant of the dependent nature
14 of emotions upon (1) the cognitive processes of knowing, namely, perceiving,
15 recognizing, conceiving, and reasoning (ref 9-2b) and (2) this influence of this
16 cognitive activity upon the physiological biochemistry of the body/mind which (3)
17 activates the emotional neuro-networks of perception. In cognitive behavior therapy,
18 emotions "produce" physiological biochemical change instead being the perception
19 of physiological biochemical change. Because emotions are bestowed with this
20 causal property, they are falsely understood as aberrant and destructive, or the
21 opposite, normal and constructive and lose their evolved power of guidance. Instead

1 of emotions being used to guide cognitive activities, they become dangerous as a
2 “disorder” and must be “managed” and “controlled”.

3
4 2. “Emotional Disorders” and “Emotional Management”

5 The whole content of this paper is to empower individuals with the evolutionary
6 nature of their emotional guidance. Ignorance of this evolutionary intent of emotions
7 has led to erroneous cognitive constructs of emotional “disorders” and “hysteria”
8 overpowering “reason” resulting in pharmaceutical management and control of
9 emotions. More insidious is the cognitive construct of cognitive management of
10 emotions because emotions are empowered with a force and influence they do not
11 have.

12
13 Yes, emotions change with the change of cognitive behavior in both cognitive
14 behavior therapy and emotional guidance training but the difference lies within intent.
15 Within cognitive behavior therapy, emotions are in disorder and in need of managing
16 and if emotions cannot be personally managed, then pharmaceutical management of
17 *emotions* is warranted. But, to artificially sedate and manipulate emotions is to
18 falsify and distort consciousness perception and awareness of its body’s physiological
19 biochemistry and thus, to falsify and distort the very cognitive behavior that is being
20 utilized by therapy. This can generate a vast disconnect between emotions,
21 cognition, and resulting behavior and which truly is creating insanity.

1

2 The intent within emotional guidance is to use emotions to guide cognitive behavior
3 because emotions are reflecting the consequences of cognitive behavior on its body's
4 physiological biochemistry and any disorders and chemical imbalances or neuro-
5 network abnormalities is because of these cognitive activities. And if cognition
6 cannot be personally manipulated with one's conscious awareness of own's own
7 personal emotional state, then it is *cognition* that must be pharmaceutically managed.
8 What is retained in emotional guidance therapy is not a distortion but an honest and
9 accurate emotional feedback of cognitive behavior.

10

11 Of course, emotions can be sedated and artificially manipulated with biochemicals or
12 electronic implants. But understand an allegory to using artificial pain management
13 when setting broken bones after extreme physical abuse. Pain is a necessary
14 consequence of physiological harm and abuse. Not knowing if one's hand is burning
15 on a hot stove has dire consequences. Artificial pain management may be necessary
16 during healing, but with these pharmaceuticals, there is also a keen awareness of
17 further physical abuse and damage because of the lack of honest and accurate pain
18 feedback. Any artificial emotional management must be temporary and also come
19 with the keen awareness of continual and unrealized cognitive self-abusive behavior
20 because of the lack of honest and accurate emotional feedback.

1 3. Medication Addiction: *“Inertia – a body at rest...”*

2 How easy is it to come up with an excuse to not to go to the gym for some needed
3 exercise? Exercise is wonderful for the body. Likewise, emotional guidance may be
4 encouraging a change in cognitive behavior, but how easy is it to take a drink and
5 numb the senses instead of reiterating cognitive activity? Actually, contrary to
6 pharmaceutical desires, millions of people successfully self-medicate this way and
7 manage to navigate the pitfalls of addiction. But a successful prescription acting as a
8 temporary cognitive/emotional band aide is not in the fiscal interest of the
9 pharmaceutical industry.

10
11 How easy is it to not put in the effort to question one’s own thoughts and values and
12 to rework a lifetime of ‘useful’ core beliefs? A psychiatrist explains to you that,
13 “Your condition is the result of an illness. You are not at fault but you must be
14 responsible and take care of yourself and learn to manage your illness. Your
15 responsibility is to now take these medications for “your own benefit”, maybe for the
16 rest of your life.” Your doctor doesn’t question his years of education, training and
17 the millions of dollars spent on researching and reinforcing the paradigms of affective
18 disorders, diseases, and illnesses. So, who are you to question the seduction of pill
19 therapy which is only further reinforced when these drugs camouflage any emotional
20 dissidence that existed as signals to alter your own cognitive behavior. And, to
21 further dilute your powers of emotional guidance, the pain and agony of chemical

1 withdraw because of biological addiction and the ensuing suffering from not taking
2 certain medications and drugs can be the final blow to the freedom and empowerment
3 emotional guidance did promise

4 5 4. Self-Indulgence

6 *An observer asks, "Why do you hit your thumb with a hammer?" "Because it feels*
7 *so good when I stop!" is the reply.*

8
9 The pain of self-cutting and self-burning creates a distraction from an internal
10 emotional pain. It is also symbolically broadcasting outward this internal and hidden
11 emotional pain. Emotional pain does not broadcast sympathy and understanding to
12 the world like a broken leg does. Also, "...it feels so good when I stop!" is an
13 intuitive awareness that "My emotional pain should stop. Why doesn't it?" Why is it
14 obvious that the self-abuse and pain from hitting your thumb with a hammer will stop
15 when the behavior stops, yet the same concept is not understood with cognitive self-
16 abuse. Emotional pain is telling you to stop beating yourself with your proverbial
17 cognitive hammer.

18 Merriam-Webster defines self-indulgence as: excessive or unrestrained gratification
19 of one's own appetites, desires, or whims. This means to dive in and explain and
20 expound and continue the emotional roller coaster ride by allowing your emotions

1 “drive” cognitive behavior. In actuality, it is cognitive behavior further driving and
2 embellishing its own cognitive vortex accentuating an emotional feedback
3 reverberation loop. An emotional roller coaster may be fun at a concert, play, or
4 show when it is enhancing emotional joy, but the same uncontrolled self-indulgence
5 activating hatred, envy, anger, depression or some other emotionally negative ‘pattern
6 of thought’ can be a disastrous ride through hell enhancing a very possibly tragic
7 ending of death.

8
9 Along with learning how and when to get on an emotional roller coaster for
10 entrainment is the necessary knowledge and skill to get off and stop this self-
11 indulgent cognitive behavior when desired. Also, allowing a book, concert, or play
12 drive cognitive emotional behavior for entertainment is ethically different than
13 allowing a sales person’s or politician’s the same unrestrained control and influence.

14 15 5. Camouflage, Deception and Trickery

16 The power of millions of years of evolution is within your emotional guidance
17 system. Yet this power is a challenge to others who need your servitude for their own
18 edifice. Psychology, education, religion, society, government, culture and your
19 parents.... within their weakness they impart weakness. Within their strength, is the
20 possibility to educate, teach, and train emotional empowerment.

1 Camouflage, deception, trickery, entrapment, and many, many other cunning devices
2 have evolved in nature and so the like in humanity should be of no surprise. The
3 Constitution of The United States allows ‘free speech’ which has come to mean
4 public lying, deception and deceit, especially in politics, is respectable. Who has not
5 been given a very believable sales pitch from a most honest and respectable person
6 only to be ‘had’? Sales and marketing have become a very powerful ‘force of
7 nature’, human nature. Affective realism is the concept that the emotions that ‘I’ feel
8 when observing an event, person, or object are also believed to be an inherent and
9 intrinsic ‘truth’ or ‘property’ of that event, person, or object. Sales and marketing
10 have become masters at creating the illusion of ‘feels right’ for their own selfish
11 interest and gain even to the detriment of their customer. This deception of personal
12 emotional guidance must be acknowledged and understood and be part of emotional
13 guidance training and development within our educational institutions.

14 15 6. Affective Realism Gone Really Wrong

16 *A father hires a nanny for his daughter and the nanny turns out to be a sexual*
17 *predator. The daughter keeps silent and her abuse goes on for years. The father, a*
18 *very successful businessman, rather than accepting responsibility for his inadequacy*
19 *as a father and employer becomes a self-righteous crusader of “justice”. Regardless*
20 *of how innocent or abusive the encounter, he initiates a lifelong crusade damning*
21 *tens of thousands of people whose sexual encounters don’t meet his standard of*

1 *propriety to a lifetime of punishment, pain, and suffering. He continues with no*
2 *acceptance to the fact that all people have the neuroplasticity capacity to change,*
3 *reinterpret reality, and to recreate a beneficial new reality and quality of life for*
4 *themselves and for all those around them.*

5
6 Affective realism falsely empowers an event, person, or object with an inherent and
7 intrinsic emotional ‘truth’ or ‘property’ of that event, person, or object. It is about
8 them. It is about they. It is their fault and responsibility that I feel this way (good or
9 bad). And therefore, something must be done about “them” so “I” feel better.

10 Feeling good is necessary for biological health, vigor and well-being. But there is a
11 difference in feeling better as in feeling ‘less bad’ and feeling better as in feeling
12 ‘more good’. Notice the cognitive construct of the “blame game” vs. the “guilt
13 complex”. Blame feels better than guilt. It feels better to blame than to be guilty but
14 they both feel bad. It feels better to blame than to admit inadequacy. It feels better to
15 find fault within others rather than admitting one’s own personal inadequacy. It is
16 easier to condemn and punish than to forgive and heal. One does not condemn a
17 person who is physically broken and bleeding to a prison cell to suffer and die, yet a
18 mind that has been abused and broken being condemned to further torture and abuse
19 is considered “just”. This whole scenario is nauseating. The real crime is societies’
20 ignorance of not only emotional guidance training, but an understanding of the real
21 pitfalls from lack of such training and development of emotional wisdom.

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7. Cognitive and Emotional Entanglement

The infectious enthusiasm of the “Grateful Red”, that is, the U. WI student section, is spreading throughout the 80,000 spectators as the traditional end of the third quarter ‘jump around’ begins to the tune of the same name by the group ‘House of Pain’.

Similar audience enthusiasm can be found at sporting events, musical concerts, and other entertaining performances around the world. This massive infectious quality of emotions can be found within even the smallest of interactions. It only takes two.... two on a dance floor is beautiful, but two in a suicide pack is tragic.

Cognitive and emotional entanglement is the infectious quality of thoughts, concepts and ideas to spread across a population. Fan support of their home team is fun. Mob insanity for a lynching is incomprehensible....to most of the world. The South’s enthusiastic unification into the Confederacy to defy the Unions’ usurping their righteous belief in slavery, Nazi Germany’s mass hysteria for Jewish condemnation and white America’s extermination of the Native American population shows how insidious and infectious thoughts, ideas, and beliefs may become unquestioned and acceptable patterns of thought. Again, the lack of emotional guidance training is horribly unappreciated.

1 Acceptance of the absurd and ridiculous may seem impossible, but the brain with its
2 extraordinary neuroplastic adaptive abilities makes the many socio-diverse
3 populations possible. Inanities to one population are acceptable and unquestionable
4 truths to another. Closed, untarnished and free from contamination by outside
5 realities, segregated populations are free to evolve their own myths, constructs and
6 truths.... *“I deserve death, simply for existing....”*:

7 *“The church also taught me the story of Jesus, the son of God, whom God sent to*
8 *earth as a defenseless human infant. Jesus spent 33 completely sinless years on this*
9 *planet, only to be brutally murdered as a sacrifice for me, because of me. I was born*
10 *with my sinful nature and no matter how good I try to be, how many prayers I pray or*
11 *Bible study gatherings I attend, I am ultimately a sinner — and the wages of sin is*
12 *death. According to the church, I deserve death, simply for existing. But the church*
13 *also claims there’s good news! Even though I deserve death, Jesus’ bloody*
14 *crucifixion and subsequent bodily resurrection saves me from a fiery eternal hell —*
15 *all because I believe this supernatural story and earnestly accept the gift of his grace.*
16 *And because of this sacrifice, I owe him a lifetime of gratitude, worship and a*
17 *commitment to follow his commandments (even though, because of my human flesh, I*
18 *will always ultimately fail him).” (ref 9-3)*

19
20 So, the issue really isn’t the absurdity of one paradigm to another, but what does an
21 individual person do with what he/she believes:

- 1 a. Does her belief in her and others being “always an ultimate failure” contribute
2 to a life of emotional trauma?
- 3 b. Does her belief in her deserving death turn into the deserving of herself and
4 others to be executed for lack of obedience to “His” laws?
- 5 c. Should others die because they don’t express the appropriate faith as was
6 decided during the Spanish Inquisition, the Salem Witch Hunts, the Jewish
7 Holocaust, or the extermination and genocide of the Indigenous population of
8 the two continents of the Americas?
- 9 d. Does all this belief and faith in death and deserving of death translate into a
10 breaking point where somebody goes ‘crazy’ and burns up a church or shoots
11 up a Synagogue?
- 12 e. Or how about “just” punishment within the judicial system of the USA that
13 ignores neuroplastic changes within the brain which offer opportunities in
14 rehabilitation and recidivism reduction.
- 15 f. Maybe she is living a healthy and wealthy life. Maybe she has successfully
16 navigated through the dark side of emotional realism.

17 **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

18 The “reptilian” mind is a metaphor for a very fast and reflexive cognitive neuro-network
19 processor (brain/mind). Reptiles have been a very successful animal species on Earth,

1 dominating the landscape for hundreds of millions of years where as modern human
2 existence can only be thought of in tens of thousands of years and our domination of the
3 planet in terms of a few hundred years. (ref 9-4)
4
5 ‘Reptilian ethics’ is about an intuitive knowing with a lack of complex thought and rationale.
6 It is reflexive and quick and where the fastest and strongest wins with a ‘might is right’
7 ethical attitude. This is perfectly understandable in sports competition. And, in the
8 hierarchal structure within business and industry, quick decision making promotes
9 inventiveness, creativity and growth. The next “better idea” can quickly displace an older,
10 less profitable/functional “better idea’. But, within the European Dark Ages mantra of ‘if I
11 have the power, it is right’ dominating the socio-political landscape with slavery, poverty,
12 and servitude and with self-empowerment of the few at the expense and limitation of the
13 many, a new ‘mammalian ethics’ began slowly re-emerging from the lost cognitive wisdom
14 of the Roman and Greek empires. While in America, the 800-year-old Iroquois
15 Confederacy’s participatory democracy with rule based on the consent of the governed
16 became the bases for much of the original United States representative democracy. (ref 9-5)
17
18 ‘Mammalian ethics’ is a metaphor for a complex, and sophisticated cognitive mind/brain
19 processor. ‘Mammalian ethics’ is about thought and reason, a ‘might for right’ attitude. It is
20 not ‘if I have the power, it is right’ but ‘what is right?’. If I have the power of deception,
21 what is the right use of deception. If I have the power to decide, what is the right decision.

1 Life is not so simple as there is a vast array of ideas and meanings to life in which ‘what feels
2 good is good’ is a complicated ideal that needs deliberation and thought.

3

4 Democracy in the United States had become the arbitrator and determiner of ‘what is right’.

5 But now our democratic ‘rule of law’ is being usurped into a ‘law of rulers’. For example,

6 President Obama’s Supreme Court rightful nominee being ignored by Republican rule.

7 Republican state legislators pass power limiting laws for incoming Democratic leadership

8 and gerrymandering guaranteeing elections to the gerrymanderer, which in Wisconsin 45%

9 of the vote obtained 64% of the representation (ref 9-6a, b). Again, with the lack of

10 emotional guidance understanding, education, and training, people can be subjugated and

11 manipulated to where they are supporting action against their own self-interest. It took

12 WWII with the cost of 70-85 million lives to bring Germany out of its hypnotic stupor. (ref

13 9-7)

14

15 Ideally, democratic institutional empowerment is for the benefit of all, not just for the

16 favored few. Democratic government ‘might is right and feels right’ when government is of,

17 by, and for ‘all’ people. Business ‘might is right and feels right’ when benefiting all people.

18 Henry Ford paid high wages, so his laborers could buy his cars and everybody benefited; the

19 proverbial ‘high tide lifts all boats.’

20

1 Ideally, reptilian and mammalian brains work in concert within the varying environmental
2 demands. The great problem in our time is the reptilian control of mammalian powers.
3 Control and deceit have become more and more sophisticated. In a country self-professed to
4 be a beacon of democracy, voter suppression has become so sophisticated that a less than
5 sixty percent of the population participates in their fundamental right and privilege to guide
6 their own destiny. Which means 31percent rule. (ref 9-8) And in this climate will the voting
7 needs of 42.4 million immigrants (legal and illegal) ever be properly addressed? (ref 9-9)
8 Why is all this considered *acceptable* in a self-professed democracy? Political free speech
9 has turned political discourse into lies, misinformation, and deceit which can be impossible
10 to sort out. And, the more lies the less comprehensible is this discourse which leads to
11 “reptilian” one issue politics based in an emotional affect of conflict and fear rather than a
12 “mammalian” inclusive, multi-agenda politics based in a joyous and hopeful emotional
13 affect.

14

15 The American oligarchy has become more brazen and ruthless in their takeover of
16 governmental institutional constructs designed for change and growth. (ref 9-10) Design for
17 change meant that government institutions could grow and adapt as a more educated,
18 knowledgeable, and wise citizenry evolved. Design for change now means a loophole for
19 domination. This dominion is possible because a very sophisticated few have learned how to
20 manipulate and mold individual emotional guidance for their own self empowering interests.
21 People are joyously marching into a boiling cauldron that has consumed empires. Is it now

1 time to start teaching, training and educating the population about their own emotional
2 guidance?

3

4

9.5 The Intentional Life

5 Emotional guidance is about coming to an internal place of emotionally feeling good. The
6 brain/mind has such wonderful qualities of allowing. The ability of individuals to adapt into
7 thousands of vastly different and complex cultures is astounding. But, ultimately a clash of
8 ideals arises against society's rules of behavior. Individual conflict with statutory rules, class
9 rule, house rules, and 'my' rules and customs are inevitable. But, maybe here, what 'feels
10 good is good' has not gone wrong.

11

12 The greatness of the human life experience are the flames of individual desire arising out of
13 hell's fiery conflicts on earth. Intention is forged out of these fires. Emotional guidance is
14 about aligning behavior with these new intentions. Each succeeding generation will have its
15 own mountains to climb and waters to cross with their own stars to navigate towards. Intent
16 is that guiding star and it is our emotions that perceive its light. The more joyous the feeling
17 the more harmonious and powerful will life's journey reveal its wonders.

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9.0 Conclusion

1

2

3 The human spirit is intertwined within a massive collection of neurological networks and
4 circuits. Evolution has guided all of these interconnecting relationships into a highly
5 functioning being who learns and grows and strives for a joyous collaboration with his or her
6 internal and external environment. The nature of being is to be healthy and to live a joyous
7 life. Those who haven't naturally grown into this wonderful connection may need help and
8 guidance in utilizing an emotional system that has evolved to guide their cognitive universe.

9

10 Well-being begins with an appreciation and understanding of the remarkable emotional
11 guidance circuitry found within each and every person. Those striving to become well may
12 need the help of a psychology and psychiatry discipline that honors and promotes the
13 emotional system as an evolved biological sensory system of the human spirit. Some people
14 may need the help of pharmaceuticals specifically designed to help them manage their
15 cognitive behaviors with the guidance of their emotional system. And with successful
16 psychological rehabilitation, there is a need for a progression of less invasive medications
17 that allow....and demand that.... individuals be more responsive to their own emotional
18 guidance.

19

20 Psychology and psychiatry can heal. They can free the mind from its bondage of past
21 injuries and reestablish the power of consciousness to respond to its own emotional guidance

1 in ever new, healthful and creative ways. Despair, frustration, anger, hate and depression
 2 should not serve as fuel for acts of violence, war, and suicide. Instead, they should serve as a
 3 springboard of awareness for the need and priority to.... **STOP** ...to stop the downward
 4 spiral into hell. There is an array of neurological networks associated with positive emotions,
 5 physiology and actions, a second associated with negative emotions, physiology and actions,
 6 and a third that inhibits and freezes action. The inhibitory neural network provides the
 7 circuitry to stop and to **‘not act’**. Activation of this neural network is the backbone of
 8 humanity’s genius and ability to stop and take a moment to reflect, reevaluate, and alter their
 9 destiny. From a mental locus of great pain and anguish there exist steps to lesser pain, from
 10 which exist steps to no pain. Eventually these clear and iterative improvement steps will lead
 11 to new places **and acts** of appreciation, joy, and passion. The value of therapy, psychology,
 12 and psychiatry to help a person retrain his or her mind cannot be underestimated. A new life
 13 can be reborn and that is a very wonderful event.

14

15 **Revisions:**

16 27. 2018-03-21: Symbiotic Psychology is a major rewrite of Cognitive-Emotional

17 Therapy.

18 28. 2018-03-27a: Added the Three Postulates of Symbiotic Psychology

19 29. 2018-03-27b: reformatted paper

20 30. 2018-04-01a-c: more general editing

21 31. 2018-06-10a: general rewriting Sections 1-5

- 1 32. 2018-06-12a-c: reformatting
- 2 33. 2018-09-19a-b: some general rewriting of 1.0 Abstract, removed essay on ‘Become
- 3 Your Own Super Hero’.
- 4 34. 2018-11-19a: general rewriting, added Contents, Preface and “Become Your Own
- 5 Super Hero”
- 6 35. 2018-11-22a: edited a couple words in Preface
- 7 36. 2018-12-05a-c: added Section 9: Emotional Guidance – The Dark Side and
- 8 “Appendix” with 5 essays
- 9 37. 2018-12-08a: rewrote Section 9
- 10 38. 2018-12-10a: edited 4 Postulates
- 11 39. 2018-12-12a: edited Postulate 1: Emotions are the Perception of Physiological
- 12 Biochemistry. Added Abraham-Hicks acknowledgment

Appendices

Nets on Fire: Making the Air Electric

(rev2007-01-29)

1
2
3
4 The Grateful Red are cheering and stomping their feet in appreciation of the skillful play of
5 the Badgers. Team execution has reached a new level of excellence. Every shot is dropping,
6 and for some reason, a teammate is in the right spot for every loose ball, block, rebound or
7 steal. There is an electric current flowing. It feels good! It feels great! It is wild. This just
8 didn't happen. It started with an attitude, a positive attitude. It is easy to have a positive
9 attitude when the plays are working. It takes practice to get there when it really counts, when
10 things are going wrong and that last shot was an air ball. Especially when it is the opposing
11 team's court and the crowd's taunts are echoing though out the auditorium. That doesn't feel
12 very good at all. What is a 'positive attitude', or getting into 'the zone' or getting 'the
13 momentum of a game' or getting into the 'flow'?

14
15 This mental game of 'attitude', 'the zone' and 'creating momentum' is about emotions. And,
16 it is about these good feeling emotions that a positive attitude is about. A positive attitude
17 isn't positive unless the emotions and feeling are there. The practice of positive attitude is
18 about getting into the zone, the emotional zone, creating the emotional game first, and only
19 then is the court yours.

20
21 Each player has their own marvelous emotional system and it is not an 'all' or 'nothing'
22 proposition. Some players may pivot from that feeling of 'blowing it' to 'isn't this wild' in a
23 heart beat, but for most, it will come in steps. It may start in anger and frustration and move
24 from there. It may start even lower, in the disempowering emotions of depression and
25 despair. But from where ever a player is, it can and will move up into empowerment, in
26 steps, with a little effort. Anger is not being in the zone, but it is a step in the right direction
27 from despair. Being frustrated that those shots are rimming out is not being in the game, but

1 it is closer than anger. Aggressive actions in frustration or anger are not the emotional state
2 of being in the zone and action here will probably result in a turn-over or foul. The results
3 and outcomes of actions, shots, plays, follow the emotional game, not the physical attributes
4 of the player and team. Find the right emotions first, then, take the action. And with practice,
5 moving from the despair of an
6 'air ball' to the elation of 'nothing but net' will come faster and faster, easier and easier. And
7 then the fun really begins.

8
9 Every moment though out every day is an opportunity to move into a better and better feeling
10 place, to create a more powerful positive attitude. The emotional system is giving constant
11 feedback on whether 'your head' is getting into your game or into theirs. Emotions are a
12 response to all that activity going on between the ears. They are a guidance system that lets
13 each player individually know where their minds activities are heading. The better the
14 feeling, the closer the mind's activities are in the game. The worse the feeling, the closer the
15 mind's activities are getting lost in the opponent's game. A time out to stop and step up the
16 emotional staircase, from despair to anger, from anger to frustration, from frustration to hope,
17 from hope to belief, from belief to joy, from joy to excitement, from excitement to...is a
18 time out that means making the ball and court yours. But more than that it means the mind,
19 body, and heart got into the game, your game.

20
21 Practicing a positive attitude is an internal practice that doesn't need a gym. Within every
22 event in the day, be it with a roommate, instructor, family, driving in traffic, in a classroom,
23 work, there is an opportunity to pivot into a better mental/emotional place, to find a more
24 powerful positive attitude. It may start with an appreciation, an appreciation of the opponent
25 for asking the best out of each play, shot, and defense. Each player needs to develop their
26 own mental gymnastics to step up into a better feeling mental activity that moves them up
27 into a better emotional state to play the game. The emotional system is there, constantly in

1 every moment, guiding, and letting each individual player know which direction their mind's
2 activities are going.
3 Practice off the court, so when it counts, during a game, pivoting into the zone becomes
4 automatic. The emotional system is a constant, steady, and dependable coach that can guide
5 the mental game so that every game can, with effort, feel like the home court. Every event
6 throughout the day is an opportunity to practice for The Big Game and to create the air
7 electric. Developing mental discipline means developing the skills for listening and then
8 responding to your emotional system (not theirs). Listening and responding to what your
9 emotions are saying about your mental activities will get your mind back on track towards
10 that great feeling of being un-beatable. Moving the minds activities from anger to
11 frustration, to hope, to belief, to knowing that any game on any court belongs to you takes
12 effort and practice. And, there are hundreds of opportunities to practice every day, if you
13 take a time out and do it. Then every game in life becomes yours and anyplace in the world
14 becomes your home court. Then the air becomes filled with electricity and someone will
15 create a spark that sets the nets on fire.

Escape from Alcatraz

(rev2018-04-06)

Dear Prisoner of War,

POW is traditionally a designation for those captured and retained within a military campaign of a war in the traditional sense. But there have been no declared wars by the United States since WWII. Yet many of our military personal have suffered, died, and have been captured in undeclared wars ever since. I offer no disrespect to all those honored heroes. I am acknowledging another war, the war beneath the surface from which all military campaigns emerge as well as the undeclared war waging in our streets every day.

Within this war there is a conflict of ideas and beliefs. Within our society punishment is seen as “justice” for a “crime”. Punishment is not justice. It is not The Truth. Crime and punishment for a crime are but a socially accepted concept fabricated to control a ‘lesser’ people. It is an idea and a belief given an illusion of validity and power to dominate and enslave a ‘lesser’ culture. I am writing to you to help you break this illusion of acceptable behavior of a society that has fallen into a coma.

Punishment is not justice because we all have the neuroplastic capacity to change, grow, and realize a new reality where we are a better person than we are now. This is a war of cultures, between an ideology that believes in self-righteous power and domination over a “lesser people of God” and will manipulate and twist any ideology to advance their dominion. Their desire is to subjugate an ideology that believes in empowering and raising up all peoples of this planet because we all are children of God with the rights of life, liberty and the pursuit of happiness.

1 You are within a war of ideologies. One ideology teaches how to love and embrace
2 humanity that we all may enjoy this life on this planet. The other ideology does not care
3 about other peoples and beings. It sows hate and fear that we wage violence upon each
4 other. It is a belief that the spoils of this planet are only for the favored and deserving few.
5 You are a prisoner of an undeclared war and I honor your faith and belief in a better world.
6 You are in a fight to the death because only one reality is triumph within your heart. Which
7 reality will you embrace, and which reality will you let die?

8

9 We need to stop squabbling among ourselves for that is their desire. Who are 'they'?
10 'They' are the tyrants in our circle; the circle of reality we have created and are now living.
11 They are who dominate us and plant the beliefs of violence and torture that we must suffer
12 and die. 'They' are who wish us to give up and become one within their circle of aggressors.
13 We need to stop the squabbling within ourselves for 'they' are also the ideals, beliefs, and
14 values that live inside our minds. 'They' are also us. Look at those walls and bars around
15 you. Do you see a prison, or do you see playground? These tyrants can be our greatest allies
16 and teachers, our keys to freedom. Or, we can join them in our greatest defeat and become
17 one of their instruments of lies and deceit.

18

19 This is guerrilla warfare.... you are on your own. There is no society to save you, no super-
20 hero to break down your prison walls and stamp out your oppressors. You must be your own
21 super-hero. You must stop accepting the validity of 'their' justice and 'their' definition of
22 who and what you are. You must be the creator of greater justice and no longer be a victim of
23 unlucky circumstances. Become the creator you were born to be. Create your life of liberty
24 and pursue, not your anger, not your jealousy, not your envy, but pursue your happiness and
25 joy. Joy is your true inheritance that exists for you. But you must believe in it and claim it
26 as yours.

27

1 I would like to say I'm sorry you are in here. It's not where you want to be. But it is where
2 you are. I hope these words I am writing will make your life easier for you. When I was in
3 El Paso County Jail, trying to make the best of a bad situation, you know, making lemonade
4 out of lemons, my wife began telling all her friends, "he likes being in there". But you must
5 make the best of a bad situation. You must make the best of the cards you are dealt. She
6 came to visit me.... once....to have me sign a paper saying I was 'mentally unstable' and at
7 the same time said she was getting a divorce. A guy would like a little sympathy from his
8 wife, but it may not come. I came to El Paso, TX because she got a good paying job there...
9 All the sympathy I was getting for helping out her career was a few 'tenderizing moments'
10 from my friends in blue and an inmate friend of mine.

11

12 That was another lifetime, another life I was then living. It all changed when I took
13 responsibility for my life. My circumstances for being in jail were not my fault, but they
14 became my responsibility. As long as I was a victim; as long as I got angry and blamed 'God
15 knows who...'; as long as I looked everywhere but within my own heart and soul, I was
16 going to remain in prison...

17

18 I am now looking out my window at a cold Wisconsin winters end. It is cloudy, and the
19 leafless trees make a bleak silhouette against the gray and dark sky. I love the freshness of
20 the cold and the brilliant whiteness of winter's snow and the stillness of our frozen lakes. It is
21 a very quiet time of year, a time of hibernation, but also a time of exhilaration. Spring will
22 be here soon, and everything will be turning green, the leaves will be coming out and the
23 birds will be returning with their happy songs of cheer.... I am happily married. We met in
24 the want ads about 18yrs ago. Life did get good for me. I got out of jail, cured my 'mental
25 instability' and I have been having some good times boating on the water, watching football
26 and having barbecue cookouts with my friends. I changed my life and if you listen closely,
27 you will walk out of that cell and find your own good times with friends and family.... I will

1 share with you a plan, a path on how you can escape from the worst of prisons, even those
2 worse than the infamous Alcatraz...those within your mind.

3

4

5 Sincerely and with love and respect,

6

7 Andrew Jackson

8 2018-04-06

Criminal Law and Justice Lagging Psychological Advancements

(rev2018-09-14e)

Criminal law is operating within an archaic knowledge and understanding of humanness. This knowledge must be updated and incorporated into any proper discussion of criminal sanctions. New advances in psychology provide new understandings to the actual harmful effects of incarceration presently deemed appropriate justice for a crime.

Understandings in the physiology of psychology and emotional psychology have not been integrated into the fundamentals of criminal sanctions and the understanding of justice.

Although those who condone current practices of incarceration may defend them as proper and acceptable in modern society, I will argue that, in the absence of programs to reform incarcerated people, these practices (1) should be understood as cruel and, (2) should be understood as limiting and even prohibiting the free exercise of religion.

a. ARGUMENT 1: Neuroplasticity (ref: enclosure below) is a concept supported by scientific discipline which indicates that the brain has the capacity to rewire functional areas of itself as a result of new experiences thus providing for a capacity within a being to cognitively reinterpret life experience and to reform a previous self-destructive existence.

i. Within the current culture of punishment and incarceration, without a reformation agenda, this natural attribute of brain physiology tends to reinforce and maintain a cognitive neurocircuitry of criminal behavior. That is, the learning experience within this environment tends to accentuate the existing neurocircuitry of the brain that has led to an existing criminal interpretation of life experience.

1. This reinforced criminal interpretation of reality diminishes and even prevents a person's religious freedom to exercise a behavior

1 within God's favor. (reference Constitution Amendments I –
2 free exercise of religion)

3
4 2. Also, this reinforced criminal interpretation of reality tends to
5 further convolute a person's intent, rational capacity, and self-
6 control and therefore is cruel. (reference Constitution
7 Amendment VIII – cruel and unusual punishment shall not be
8 inflicted)

9
10
11 b. ARGUMENT 2: Evolved Emotional Guidance (see attachment) redefines an
12 evolved emotional neurocircuitry as a neurocircuitry of perception of the body's
13 bio-chemical physiology precipitated by the brain's cognitive activities. This
14 means that the neurocircuitry of emotional behavior has an evolved function to
15 guide cognitive behavior and physical activity towards the desirable aspects of
16 life, such as, health and well-being. Emotions have naturally evolved to lead
17 physical and cognitive behavior towards life, liberty and the pursuit of
18 happiness.

19
20 i. *Within the current culture of punishment and incarceration, without a*
21 *reformation agenda, **this natural attribute of emotions** tends to*
22 *reinforce and maintain **an emotional neurocircuitry** of existing criminal*
23 *behavior. That is, the learning experience within this environment tends*
24 *to accentuate **the existing emotional neurocircuitry** of the brain that*
25 *has led to an existing criminal life.*

26
27 1. ***This reinforced emotional reality** of criminal behavior*
28 *diminishes and even prevents a person's religious freedom to*
29 *exercise a behavior within God's favor. (reference Constitution*
30 *Amendments I – free exercise of religion)*

1
2 2. Also, **this emotional reality** of criminal behavior tends to further
3 convolute a person's intent, rational capacity, and self-control
4 and therefore is cruel. (reference Constitution Amendment VIII –
5 cruel and unusual punishment shall not be inflicted)
6

7 c. CONCLUSION: Neuroplasticity and Evolved Emotional Guidance (ref:
8 enclosure below) redefine humanness and reconceptualize what it means to be
9 human. These new understandings within the physiology of psychology must be
10 incorporated to understand the nature of the actual punishment being inflicted
11 upon a person within current incarceration as punishment practices that preclude
12 any means of reformation.

13
14 I am arguing that a system of incarceration as punishment for a crime without any reformative
15 processes cannot be just and is cruel because it exacerbates and reinforces the criminal element
16 of behavior by convoluting intent, rational capacity, and self-control. This usual practice of
17 criminal justice is a process of dehumanization and therefore is cruel. Also, a system that
18 reinforces criminal behavior by convoluting intent, rational capacity, and self-control
19 diminishes a person's religious freedom to live in God's favor, thus limiting and even
20 prohibiting the free exercise of religion.

21
22 Andrew Jackson
23 andrewjackson1903@gmail.com
24

25 Reference:
26 Symbiotic Psychology: The Synergy Between Mind, Body, Emotions and Consciousness
27 rev2018-08-09a. By: Andrew Jackson. <http://emotional-evolution.com/> (also attached
28 document)
29

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Hell on Earth (As Is Heaven): My Story

(rev2018-11-24)

1
2
3
4 *I was mentally insane with delusions and voices flying around my head. I was crying out for*
5 *God to kill me. I blacked out and awoke with a rope in my hand to make it all end when a*
6 *voice asked me, "Can you go on?" I got myself back into a mental hospital and stayed alive. I*
7 *blacked out and awoke in a padded cell. They doped me on medications and endlessly, minute*
8 *by minute, hour by hour, day after day I spent walking the hospital halls. When released,*
9 *nightly I roamed the deserts around El Paso until I ended in jail, beaten and bruised but still*
10 *picking a fight with the biggest man in the cell. My wife demanded a divorce. A voice wanted*
11 *me to stay alive and continue my madness in hell. I said, "I can."*

12
13 I was mentally-emotionally broken. My first psychotic episode was in 1979 at the age of 25. I
14 could no longer hold my self together. I stopped.... I stopped at a stop sign. There was 'evil'
15 in the car. I took off all my clothes, got out of the car and started running naked across a corn
16 field trying to align my family and the planets to make things right and to prevent further
17 disaster. From 1979 to 1996 I was in and out of hospitals and constantly medicated. In this
18 time, I was hospitalized maybe 10-15 times for psychotic-manic episodes and ended up on
19 Social Security Disability.

20
21 From 1980-1986 I was an industrial arts teacher in Milwaukee, WI until I was fired. I went
22 back to graduate school. From 1986-1991, I had earned 2 Master's degrees and spent a
23 semester teaching Industrial Management in China. I married a very capable young lady who
24 was a first-generation Chinese born from Rio de Janerio, Brazil. But now, I left my job as a
25 quality manager and in 1992 we moved for her job in El Paso, TX. I listened to, and tried to
26 make work, the ideas told to me by the many therapists, psychologists, and psychiatrists in my
27 life. It was not working for me. I could not make their world of mental illness, hospitals and
28 medications my life. I was not going to be able to keep myself alive in this hell much longer...

1 Unfortunately, I had been taught to tolerate and to ignore negative-feeling emotions. So rather
2 than making an effort to feel better, I did nothing. I did not know what to do. This usually
3 meant a brain storm of more emotionally negative thoughts which would escalate an
4 emotionally-negative situation further along the downward spiral. Like a run-away train down
5 a mountain, there is not going to be a good outcome. Of course, this was all internalized. I
6 had learned not to complain about aches and pains. In the cold of winter growing up on a
7 farm, chores had to be done. Emotions were like frost bit fingers; as long as there wasn't a
8 medical necessity and the pain could be tolerated, keep quiet and do your job. I had broken my
9 arm, dislocated my wrist, broke my collarbone twice, stepped on nails that went through my
10 foot, as well as tolerating dozens of slivers imbedded into my hands and feet. I had learned to
11 take my frozen hands and run them under lukewarm water. When the severe pain stopped,
12 they were thawed out. Pain, physical or emotional, was a part of life. You tolerated it and kept
13 working. That is life. Emotional pain is inconsequential – or so I thought.

14

15 My hospitalizations were for psychotic-mania. My depression symptoms were ignored,
16 except one time around 1988 when I was back in school going for my first Masters in
17 Industrial Management Technology from the U. WI-Stout, Menominee, WI. I told my
18 psychiatrist that I was having a particularly hard time in a relationship and could he give me
19 something. A week later, I 'awoke' from another black out period. I was in a classroom with
20 the teacher handing back tests, including mine. I have no recollection of going to classes,
21 taking this test or anything else over the previous week.

22

23 Another time, after being released from the mental hospital from some psychotic-manic
24 episode, I was on 5-6 different medications. I really tried to keep them straight in one of those
25 7-day med containers, but to no avail. My mind and body were really messed up. My meds
26 were all screwed up. The clock said 5:35 in the morning. My mind was breaking. I reeled in
27 pain, twisting and turning for hours. I looked at the clock. It said 5:41. Six minutes had past. I
28 blacked out. I awoke with a rope in my hand going to hang myself. A voice asked me, "can
29 you go on?" I said, "yes". Somehow, I got myself back into the hospital.

1 My basic medications were Tegretol and Klonopin. I can't remember the others except I was
2 first given lithium. I quit taking it because of the side affects and ended up going psychotic.
3 Another drug, Haloperidol, I called "the death drug" because of its horrendous side effects. If I
4 felt I was going manic or psychotic, I would take some and "die" in pain for a day or two. The
5 misery it caused was almost unbearable, but it kept me out of the hospital (most of the time).
6 Other times, I just went psychotic. Hell is hell.

7

8 Most often my 'black out' periods were affiliated with a manic episode. Around 1989 I
9 'awoke' once in a hospital and wondered how I got here. The care-giver said I had gone up to
10 a police car and told them that "my friend" needed help. "My friend" turned out to be a
11 garbage can. During other psychotic-manic episodes I would remember events up to
12 hospitalization and then lose a few days to blackout periods. I once 'awoke' at a table in a
13 mental hospital. The nurse gave me a pack of Camel 'straights', the cigarette my mom smoked
14 on the farm. Apparently, I now smoked and went outside with the others to have my "first"
15 cigarette.

16

17 Another time, in 1990, I 'awoke' with my mother in a drug store. Somehow, I was now in
18 Madison, WI, 200 miles from graduate school in Menomonie, WI. We were getting my
19 prescriptions refilled. I carefully started probing about the circumstances. After receiving my
20 2nd Master's degree, I was going to teach industrial management in Xianyang, China. I have no
21 idea of how many days or even weeks had gone by. Apparently, I had 'lost' about 10 months
22 of meds for my trip. We got my meds refilled and the very next day I was on my way to
23 China.

24

25 Psychotic-manic episodes were never a 'high'. When recalling a manic episode, I would
26 describe them as scary, frightening, and even terrifying. I had no control. I was an observer
27 watching somebody do crazy stuff. My reality was a 'trip' that "I" participated in. It was like
28 a 'dream'..... events just happened. An idea to do something would come to me and I would
29 do it. I had lost all sense of propriety except within some very narrow stream of psychosis.

1 For over a decade I was in and out of hospitals, miserable, depressed, manic, psychotic and
2 wheeling from a whole range of different emotions. All this time I was also told that I had a
3 “chemical imbalance” and needed medication. Well, if I was depressed or manic and I had a
4 “chemical imbalance”, then when I felt better would my “chemical imbalance” be more of a
5 “*chemical in-balance*”. That is, in the times when I felt a little better, or actually, less bad,
6 was my bio-chemistry also a little better? If that were the case, the key was to find out what
7 feeling better was about.

8
9 My therapist asked me “What do you want? Can you find something for yourself, today, under
10 these miserable conditions, that will make you feel a little better, make you feel a little less
11 pain? Can you do something for yourself today? And can you do it again the next day? And
12 the next?” I said yes, “I can go on.”

13
14 It was 1992 and I was in the high deserts of El Paso, TX. I started applying an idea of using
15 my emotions to guide my behavior, especially to guide my mental behavior of what I was
16 thinking, dreaming, imagining or even contemplating. It was very obvious to me that my
17 emotions correlated to my mental activities. What now occurred to me was that my emotions
18 must correlate with my mental activities and my bio-chemistry. I began to use my emotions to
19 guide my mental activities and improve my “bio-chemical imbalances”. If a thought brought
20 about an emotionally-negative response, I would make attempts to “eliminate the negative”. If
21 a thought brought about an emotionally-positive response, I would make attempts to
22 “accentuate the positive”. This was the key to my recovery.

23
24 Every time I had previously stopped taking my medications, I eventually went manic, only to
25 prove my doctors and parents right, that mental illness was a life time sentence. I always felt
26 they were wrong and this time I was going to prove it. I worked very hard over these next few
27 years to change my mental-emotional state by using an idea that emotions correlated to my
28 bio-chemistry. I had convinced my psychiatrist, who was called the “Salsa Doctor” because he

1 played in a salsa band, that though I needed medication to control my mental-emotional state,
2 weren't there other medications that were less invasive. I was becoming stronger and I was
3 more effective at using my own emotions to guide my mental activities.

4
5 I have to admit that 1995 was not a good year. I had a couple manic episodes and ended up in
6 jail with my wife asking for a divorce. I understood completely and I was very sorry I couldn't
7 be the person she married. That person was alive because of the medications he took but he
8 was also dying because of those same drugs. In 1996 I stopped taking my meds, permanently.
9 I say my last doctor.

10
11 I had been off any medications for about eight months though I still depended on cigarettes to
12 ease my turbulent mind. I was now rolling my own...Bugle Boy tobacco. I couldn't afford the
13 commercial variety. I had gone a "little" manic and was spending my nights walking the
14 desert mountains around El Paso. I emptied a 2gal coffee maker daily trying to keep up with
15 my mania. Eventually I came down, though with a couple more tattoos, but I was able to stay
16 sane enough to stay out of the hospital. That was my last manic episode. It took me several
17 years after that to quit smoking but that was an acceptable transition for me at the time.

18
19 In May of 1996 I left El Paso, TX and returned to my roots in Madison, WI. I sold my
20 grandmother's prized secretary desk that I had inherited to pay for an airline ticket home to
21 Madison, WI where I had family. I shipped what few other possessions I had. My 'ex' drove
22 me to the airport and I never saw her again. I was going home to start a new life. I heard years
23 later that she had died of cancer. I was really pissed at her. I had gotten her citizenship and a
24 divorce so she would no longer be constrained by my illness. Finally, she could live the life she
25 deserved. She becomes free and dies....

26
27 Over the next few years back in Madison, WI I was still not in great shape but getting better.
28 My mother helped me find an apartment and bought me a car. My father would not speak to

1 me. I went from Social Security Disability, to packing grocery bags, to cashier, to quality
2 inspector to a drafting and CAD teacher in a local college. I had visited a good college friend
3 of mine. We were roommates before my nightmare into mental illness began. Our meeting
4 was like the story of Rip Van Winkle. Mentally, it was twenty years ago and I was back in
5 college talking to my old roommate. But he was now married, and had children in college.
6 Tears came to my eyes as thoughts of my last twenty years flashed by, my god.....

7
8 It took me about eight years (from 1992 to 2000) to “regain” some semblance of mental-
9 emotional health and well-being. In 1992 I began attempts to change my bio-chemical
10 balance by correlating my emotions with my bio-chemical balance. I was on my own. I was
11 exploring unheard of territory, a territory forbidden to me by an industry dependent on
12 medicating mental illness and my well-meaning family who would not listen to my “insanity”.

13
14 It is now 2018; I am happily remarried, retired from mechanical engineering and living a good
15 life...sailing with friends in the summer, football game parties in the fall, winter skiing trips
16 with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing flips
17 and ‘helicopters’ off any little mogul) with spring as a time of earth’s great green revival from
18 a winter of sleep reminding me of my youth on the farm. I believe I can now relate to others
19 my experiences that resulted in leaving the endless ideas, theories, paradigms and beliefs of the
20 mental illness industry behind. I now live and believe in mental health and well-being. I work
21 at mental health every day. Mental wellness is no longer a mystery to me and I wish to share
22 the many ideas I used to bring my life back to the living. I wish to explain the methods I used,
23 and that everyone can use to improve their mental and emotional well-being.

24
25 For the past fifteen years I have been working on a paper explaining my return to well-being. I
26 have written and re-written this paper 100’s of times. These ideas have now evolved into a
27 psychology of their own.... Symbiotic Psychology. The paper is “*Symbiotic Psychology: The*
28 *Synergy Between Mind, Body, Emotions and Consciousness*” and presents a scientific

1 argument and logic identifying where the mental health academia has gone wrong. And, most
2 important, it presents an idea of self-empowerment where anyone, with work, can better their
3 lives and for some, return to a life of wellness and well-being free from doctors, therapists and
4 medications. The paper is laid out as a website for anyone to use on [http://emotional-
6 evolution.com/](http://emotional-
5 evolution.com/), where the paper can also be downloaded as a PDF.

6

7 Andrew Jackson

8 2018-11-24



1

A Cognitive Reconstruction Between Emotions and Meditation

(rev2018-11-30)

The illusion of emotions is to believe that destructive and aberrant emotions are driving mental activities instead of emotions being a reflection of destructive and aberrant cognitive behavior and which is accessible for consciousness to act upon and modify.

The meditation discipline and training of Tibetan Monks and Lamas provide them insights incomprehensible to the ordinary person. But only those who have the opportunity, time, and resources to commit to their enlightening meditative methods can have access to Tibetan Buddhism's vast depth of knowing. There are millions of others around this Earth who do not have, as yet, the inner drive, strength, and power to obtain the knowledge and wisdom associated with thousands of hours of meditation. But they can take a step closer. Humanity has the internal wisdom to take another step out of their ignorance.

I wish to speak of meditation, contemplation and other cognitive acts of knowing and I wish to speak of these mental activities' relationship to emotions and the body. I wish to develop and extend the definition and understanding of emotions into a concept that appreciates the existence of emotions. Emotions have a common definition within the mass consciousness. The time has come to change this definition that has been used for millennia. Mass consciousness is ready for a more accurate understanding of the relationship between mind, body, and emotions.

If a meditative activity results in negative emotions, are not emotions providing insights into the effectiveness, or ineffectiveness, of the meditation? Are not the emotions of peace and joy the indications of a successful contemplation of knowledge? Do not emotions aid in the understanding of the effectiveness, or ineffectiveness, of meditations and contemplations? If a meditator experiences negative and destructive emotion, are not these emotions indications of ignorance? Emotions used in this manner are constructive because emotions are providing valuable information on the effectiveness of the meditation and contemplation practices.

1 Therefore, who cannot use their own emotions to understand the effectiveness and validity of
2 their own mental processes? Tibetan Monks and Lamas can realize the success or failure of
3 their meditative and contemplative practices by acknowledging the presents of associated
4 emotions. Any ordinary person may also use their own emotions to realize the nature of their
5 own mental and cognitive processes. Emotions that feel negative indicate thoughts and
6 cognition that is deviating away from their intentions. Emotions that feel good are indications
7 of a mind in harmony with their intent. Thus, a key to fulfillment is in using the feedback
8 emotions provide on the quality of mental processes in meeting its stated intentions.
9

10 Modern science has the tools to clearly demonstrate that (a) cognitive activities stimulate (b)
11 various areas of the brain. These stimulated cognitive areas, then in turn, send signals to (c)
12 other areas of the brain which activate biochemical events that change (d) the biochemistry
13 throughout the body. It is these biochemical changes that are then perceived. We call these
14 perceptions... (e) emotions.
15

16 Cognition (a) causes biochemical activity (d) that we perceive as emotions (e). The emotions
17 that we feel (e) are the result of cognitive activities (a), not the cause of. The illusion of
18 emotions is that emotions drive the mind. The knowing that humanity is ready to accept is the
19 understanding that emotions do not precede cognition. Cognition, or the mental acts of
20 knowing, comes first. Even if emotions are first realized before any mental activity is
21 acknowledged and *it seems* as if emotions are driving thoughts and activities, this is not the
22 case. Failure to recognize cognitive activity before emotional activity only indicates the lack
23 of attention being given to the thoughts and ideas being generated within the mind.
24

25 Therefore, as the mind can have destructive and aberrant activities, it is the emotions that
26 follow that are giving their creator key knowledge, understandings, and insight into these
27 mental activities. Negative, destructive, and aberrant emotions are precipitated by the mind.
28 The illusion of emotions is to believe that destructive and aberrant emotions are driving mental
29 activities instead of emotions being a reflection of destructive and aberrant cognitive behavior

1 which is accessible for consciousness to act upon and modify. The extreme power and value
2 of emotions to the individual is that emotions clearly broadcast to the individual a previously
3 unrecognized aspect of their own cognitive activities.

4 Using emotions to evaluate cognitive processes is the bridge from ignorance to enlightenment
5 for those who do not have the internal nor external resources for thousands of hours of
6 meditative practices. Emotional guidance can be used in the mundane activities of daily life by
7 anyone who wishes to lead an intentional life. Tibetan monks are using emotional guidance. I
8 am only reshaping the concept towards a more general application that anyone can, and should,
9 learn and use.

10

11 Mass consciousness and academia currently believes in the cognitive construct of destructive
12 and aberrant emotions. I have reasoned above how this illusionary nature of emotions, thou
13 commonly accepted and professed, is in error. Not until this illusionary construct of emotions
14 is reconstructed, will the power of emotions be available for humanities self-empowerment.

15

16 The full argument: *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions and*
17 *Consciousness* will be found on <http://emotional-evolution.com/>.

18

19 Andrew Jackson

20 2018-11-28



SYMBIOTIC PSCHOLOGY
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First Rendition: 2006