

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

(rev2019-04-27a)



Symbiotic Psychology

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

Dear Health Care Professional:

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness outlines a new paradigm of emotional understanding. Rather than demonizing emotions as aberrant, destructive, out-of-control and in need of regulation because of an emotional disorder, Symbiotic Psychology understands emotions as an evolved sensory system, akin to the sense of pain, giving conscious feedback of a state of physiological biochemistry. Emotions instead of being regulated by cognitive behavior are used to guide cognitive behavior for the health and well-being of the individual.

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The Synergy Between

Mind,

Body,

Emotions,

and Consciousness

Symbiotic Psychology

Madison, WI U.S.A.

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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

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

“Any attempt to understand and affect the internal human environment must be taken with an understanding of the changing biochemical conditions of that environment as indicated by an evolved emotional neurocircuitry of the human body.”

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1 **Subject: *Emotion's Biological Environment: The Linguistics of***
2 ***Science and Shakespeare***

3 Date: rev2019-04-13

4
5 Preface:

6 Emotions, one of the foundational pillars of psychological theory, are commonly
7 conceived as aberrant and destructive forces which drive biological changes. This
8 letter is an introduction to a new perspective which shows (1) this is a misconception
9 of emotions and (2) a corrected representation of emotions reveals their evolved
10 biological role in the maintenance of individual health and well-being.

11
12 Any attempt to understand and affect the internal human environment must be taken
13 with an understanding of the changing biochemical conditions of that environment.
14 Emotions, within a different paradigm, may just be the indicator needed to interpret
15 this vast and complex internal environment of changing biochemical conditions. I am
16 writing to you because I believe there is an important connection between linguistics
17 and current misrepresentations of the nature of cognition and emotions and their
18 biology within modern psychological and psychiatric theory.

19
20 Dear Researcher,

21
22 Have English speaking researchers' core beliefs of emotions – which may have been
23 linguistically molded from childhood through family interactions and in later years
24 through reading literary works such as Dickens's *Great Expectations*, Poe's *The*
25 *Raven*, and Austen's *Pride and Prejudice* – impacted their current understanding and
26 scientific research about emotions – *and cognition*? A shared cultural and linguistic
27 development of core beliefs and conceptual understandings about emotions is

1 required for young students to comprehend and follow the emotional twists and turns
2 within these popular English literary works. As students mature and are introduced to
3 the more advanced works of William Shakespeare and others, comprehension is even
4 more dependent upon prior assimilation of cultural and linguistic paradigms.
5 Conceptions of emotions are further reinforced by the logic and reason applied in
6 today's scientific literature, research, and discussions about emotions.

7
8 According to current psychological theory, destructive and aberrant emotions must be
9 managed because of emotions' influence upon biology. The development of
10 emotional intrigue as found within the interplay of literary characters aligns with the
11 paradigm of emotions as expounded in today's psychological theories. Many literary
12 plots are driven by the characters' mismanagement of their emotions or are even
13 controlled and driven by their emotions of the moment.

14
15 The basic belief in emotional management is the foundation of Cognitive Behavior
16 Therapy (CBT) where cognitive activities are employed to manage emotions.
17 Congruently, mental illnesses such as depression have identifiable biochemical and
18 neurological signatures where pharmaceuticals are incorporated into CBT practices to
19 aid in emotional management.

20
21 Does linguistic development and associated ideas about emotions lead to a cultural
22 research bias within psychological and emotional experimentation because these
23 basic emotional ideas and beliefs, which have been ingrained from childhood, are
24 now coloring the foundation of modern psychology?

25
26 I am proposing a different emotional paradigm from that which I have just described
27 above. My question to you is: "how does existing emotional ideology as described

1 above, and the resultant linguistic understanding of emotions, impede one's
2 understanding and comprehension of an alternative paradigm, which is similarly
3 developed through scientific principles and logic but which has a different cultural
4 and linguistic basis for understanding?" The following is a brief presentation of an
5 alternative understanding of emotions.

6 From an evolutionary perspective, there must be a positive correlation between the
7 neural networks that activate (1) a cognitive awareness of strength, vigor and well-
8 being, (2) an actualization of a physiology of strength, vigor and well-being, and (3)
9 the neural networks associated with the emotions of pleasure. Biochemistry, both at
10 the molecular level and at the neural network level, must sustain the correlations
11 between (1) the cognitive knowing of, (2) the actualization of, and (3) the feeling of
12 strength, vigor and well-being as well as (4) consciousness's perception of good
13 feeling emotions. Simply put, if these correlations did not exist in this way, a being
14 would have a low probability of survival. (I further develop this argument in my
15 book: *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
16 *Consciousness.*)

17
18 Within both paradigms, emotions are perceived – they are a perception of biological
19 conditions – but within this alternative paradigm, emotions are not causing the
20 biological condition. A person cannot have an emotional reaction to an event without
21 first having cognitive awareness and recognition of the event. Cognition deals with
22 the processes of knowing, namely, perceiving, recognizing, conceiving – which
23 includes imagination and inspiration – and reasoning. It is these cognitive activities
24 which change physiological biochemistry and which consciousness subsequently
25 becomes aware of through emotional perception. Awareness of emotions is in itself
26 a cognitive activity, which can further drive neurological activity, thus causing a
27 feedback loop similar to the reverberation effects of a microphone too close to a
28

1 speaker. But it is still cognition which drives biology, not emotions, and therefore it
2 is these cognitive activities that must be managed, not emotions. Emotions have
3 evolved as a feedback mechanism to guide cognition for the biological health and
4 well-being of the individual.

5
6 Emotional awareness obtained through specialized neural circuits provides feedback
7 about how cognitive processes need to be further utilized before any internal
8 cognitive deliberations can be properly concluded and any decisions made. That is,
9 because of the evolved correlative relationships between cognition, physiological
10 biochemistry and emotions, consciousness is wired to seek cognitive activities that
11 stimulate the emotional neurocircuitry of feeling good – which correlate to a
12 physiological biochemistry of strength, vigor and well-being. Conversely, any
13 lingering negative emotional awareness correlates with a weakened physiological
14 biochemistry and the need for further cognitive deliberations. Ignorance of these
15 evolved correlations, either consciously or subconsciously, would tend to lead to an
16 individual's demise.

17
18 Science has a moral and ethical responsibility to question, explore and reveal reality's
19 true nature. Contrary to modern psychological beliefs in aberrant and destructive
20 emotions, I propose that it is cognitive behavior that changes the body's physiological
21 biochemistry which consciousness is then perceiving as emotions. Emotions don't
22 change the body's biology as modern psychology currently professes and as such
23 emotions cannot be aberrant and destructive. Rather, emotions are indicative of
24 aberrant and destructive cognitive behavior. Emotions are consciousness's perception
25 of biological changes precipitated by cognition. Rather than emotional management, I
26 speak of cognitive management through the awareness of emotional feedback.

27
28 The significance of this paradigm shift can be further realized within today's
29 psychological and pharmaceutical therapy. If emotions are demonized as aberrant

1 and destructive within an emotional disorder, how can a patient confidently utilize
2 emotions to guide cognitive behavior? If pharmaceutical therapy targets presumed
3 emotional aberrations, the very evolved nature of emotions to guide cognition is
4 sabotaged. Emotional regulation demonstrates a lack of understanding of how
5 emotions have necessarily evolved for the survival and thriving of our species.

6
7 I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
8 *Consciousness* so people would understand that there are other answers to their
9 emotional turmoil that modern psychology has failed to understand. My hope is that
10 as you comprehend my words, current illusions about emotions will be lifted and you
11 will understand emotions' scientific significance through your own personal
12 reflection and thereby understand any possible dogmatic bias of emotions that exists
13 within scientific research and documentation as well as within any applied
14 psychological and pharmaceutical therapy.

15
16 I am interested in how the researchers within your department might resolve
17 emotions' reconstruction away from an aberrant and destructive linguistic paradigm –
18 and into a paradigm of personal cognitive guidance for the health and well-being of
19 an individual – within their research, discussions, literary publications and within any
20 Evidence Based Interventions (EBI) based on a cognitive-emotional correlation.

21
22 Since I began voicing my concerns over erroneous psychological and pharmaceutical
23 therapeutic methodologies, over a million (*MILLION*) Americans have committed
24 suicide, millions of other people have been put in incarcerating conditions that only
25 amplify their psychological injuries, and mass shootings continue with no review of
26 the psychological environments fostering all of these atrocities. Lack of true
27 academic questioning and review of psychological and pharmaceutical therapeutic
28 practices is a true crime against humanity.

1 I have attached the current revision of *Symbiotic Psychology: The Synergy Between*
2 *Mind, Body, Emotions, and Consciousness* (166 pages) below. And for an easy
3 assessment by your students, the book can be downloaded at [http://emotional-
5 evolution.com/](http://emotional-
4 evolution.com/). I have also attached a chapter outline for a quick review of the
6 material.

7 Sincerely,

8
9 Andrew Jackson

10 andrewjackson1903@gmail.com

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



12
13
14
15 Post Script:

16 “There is a danger of medications *masking* destructive cognitive behaviors that
17 normally are exposed through erratic, abnormal, and convoluted emotional feedback.
18 If these *emotional reflections* of aberrant mental and physical behaviors are ignored
19 or camouflaged with pharmaceuticals and if irregular *cognitive behavior* is left
20 unaddressed without proper psychological counseling and therapy, cognition may
21 fester unabated and create a myopic vortex of circular mental and physical behaviors.
22 This psychosis can break out with disastrous consequences to the patient and to
23 others, who may become characters in a manically-conceived tragedy played out in
24 real life.” (ref: Jackson, A., 2019. *Symbiotic Psychology: The Synergy Between Mind,*
25 *Body, Emotions, and Consciousness*. Section 6.2 Masking Neurological Processes

1 **Subject: *Redefining Therapeutic Success and Emotional Decision Making***

2 Date: rev2019-04-27a

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

13
14 Dear Health Care Professional:

15
16 *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*
17 outlines a new paradigm of emotional understanding. Rather than demonizing emotions as
18 aberrant, destructive, out-of-control and in need of regulation because of an emotional
19 disorder, Symbiotic Psychology understands emotions as an evolved sensory system, akin to
20 the sense of pain, giving conscious feedback of a state of physiological biochemistry.
21 Emotions, instead of being regulated by cognitive behavior, are used to guide cognitive
22 behavior for the health and well-being of the individual.

23
24 The basis of healing and well-being is the maintenance of a healthy biological ecosystem.
25 Evolution has provided all species with a very unique and misunderstood system of
26 biofeedback that lets each individual be aware of their own biochemical balance and a
27 system of guidance for the care and preservation of this balance. But, because of a lack of
28 precise definition, meaning, and use of terminology in the literature, scientific analysis and
29 experimentation misrepresent this system. In this book I carefully define terminology and

1 give an order and structure to cognition, physiological biochemistry, emotions, and
2 consciousness.

3
4 The biologically evolved system of emotions is a system of individual guidance for health
5 maintenance and well-being, which has been misinterpreted until now. The following
6 discussion, *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
7 *Consciousness*, provides a unique scientific argument and rationale that emotions have
8 evolved as a biological system with correlative connections to the (a) knowing of physical
9 and mental strength, agility, and vigor, (b) the actuality of physical and mental strength,
10 agility, and vigor and (c) the positive emotional feelings of pleasure, joy, and happiness. But
11 what actually *are* emotions?

12
13 A person feels an emotion. Emotions are an introspective awareness of a bodily state of
14 being. Analogous to the ‘check engine light’ on the dashboard of a car, a person perceives
15 an emotion. The perception of the light brings a cognitive awareness of an undesirable
16 condition of the engine. We want the light to change, to not indicate a problem; it would be
17 inaccurate to say the light is *out-of-control* and in need of *regulation*. The light is not in itself
18 aberrant nor destructive and in need of regulation and control. The light is indicative of
19 potentially serious, damaging and destructive conditions within the engine. This potential
20 damage will probably be actualized if the light is ignored, covered up, or deactivated through
21 some artificial means. The light is indicative of a ‘healthy’ or ‘unhealthy’ condition of the
22 engine. Similarly, it is inaccurate to say that emotions are out-of-control and in need of
23 regulation.

24
25 The *Handbook of Emotion Regulation* (Gross J., 2014) implies within its title that emotions
26 are something to be regulated because emotional disorders exist where emotions are aberrant,
27 destructive, and out-of-control. Gross uses the term *emotional regulation* to mean “shaping
28 which emotions one has, when one has them, and how one experiences or expresses these
29 emotions” (Gross, 1998b). But this characterization is flawed. It would be better to
30 characterize the situation as follows: there is a need to shape the cognitive activities of

1 “situation selection, situation modification, attentional deployment, and cognitive change”
2 (Gross, 2014) in order to regulate these processes for a healthy outcome. It is the processes of
3 “situation – attention – appraisal” (Gross, 2014) that need to be regulated. Therefore, it is
4 these *cognitive* activities that should be identified as aberrant, destructive, and out-of-control.
5 The nature of the disorder is *cognitive* and, therefore, there is a need for *cognitive regulation*.

6
7 The distinction between emotional regulation and cognitive regulation is critical. Within
8 severe mental illnesses such as psychotic mania or suicidal depression, whether emotions are
9 being regulated or cognition is being regulated can be very consequential, especially with the
10 use of pharmaceuticals. Both the patient and the therapist use emotional feedback as a
11 meaningful measurement and understanding of the cognitive processes being utilized by
12 consciousness. But emotions that are demonized as aberrant, destructive, and so out-of-
13 control that they must be regulated and brought under control, cannot also be used as a
14 trusted feedback mechanism. This mechanism evolved over millions of years for the
15 individual’s health, well-being, and survival. Medications and practices that aim to regulate
16 and control emotions invalidate the very therapeutic process that aims to rely on this
17 mechanism for healing.

18
19 Within the *Handbook of Emotion Regulation* (Gross J., 2014), discussion of the sequence of
20 “situation – attention – appraisal – response,” suggests that *situation, attention, and*
21 *appraisal* are causal to the effect *response*. But what are the cause/effect relationships within
22 this emotional *response*, that is, between the “experiential, behavioral, and neurobiological
23 response systems?” (Gross J., 2014) Gross’ views about cause and effect are unclear. The
24 same lack of clarity arises within the all-encompassing cause/effect order within the
25 “environment” of “thoughts, physical reactions, moods, and behaviors” of *Mind over Mood*
26 (Greenberger, D., Padesky, C., 2016). This lack of a distinct cause/effect order lies in part,
27 or maybe because of, the commonly accepted cause/effect relationship as illustrated in
28 *Cognitive Behavior Therapy: Basics and Beyond* (Beck, J., 2011) where *emotion* is
29 characterized as causal to the effect *physiological response*.

1 If emotion is causal to a physiological response, then it makes sense to regulate emotions.
2 But if the definition of emotion encompasses the physiological response, this would imply
3 that emotions are causal to emotions. Furthermore, the effect phenomenon of emotional
4 responses is without a clear distinction about what the conscious “I” is perceiving and when
5 this occurs within a sequence of events. The significance and importance of consciousness’s
6 perception of a good or bad feeling emotion or mood is not addressed within these models.
7 Psychological, psychiatric, and pharmaceutical therapies, on which biological health and
8 well-being are dependent, are based upon altering cognitive behavior to change emotional
9 biology, but integration of the discussion of these neural networks and circuits with a concept
10 of the conscious individual “I” needs greater clarity.

11 Can we reorganize and alter the elements of cognitive behavior therapies without changing
12 the basis of success of these therapies, that is, in their ability to change cognitive activities
13 and cognition, which thereby changes emotional experiences and their correlative
14 physiological biochemistry? What if, rather than viewing *emotions* as causal within a loop
15 which produces the physiological and biochemical responses in the brain and body, we were
16 to view *cognitive activities* as the producers of these physiological and biochemical
17 responses? Emotions could then be understood to be the perception of these
18 physiological/biochemical responses. The conundrum of emotions both triggering
19 physiological/biochemical responses and being the response to physiological/biochemical
20 changes is relieved, and the research on the effectiveness and success of cognitive behavior
21 therapies is maintained as follows:

22

23 *An experience within an environment of core beliefs stimulates thought and*
24 *other cognitive neural network activities. These cognitive activities (perception,*
25 *recognition, conceiving – which includes imagination and inspiration – and*
26 *reasoning) initiate a biochemical/physiological reaction within the brain and*
27 *body. It is this physiological biochemistry of the brain/body that actuates the*
28 *neural networks of emotional perception that consciousness perceives,*
29 *experiences as emotions, and uses to further modify cognitive activity.*

1 Negative feeling emotions are indications that abusive and damaging cognitive behavior is
2 creating unhealthy and destructive biochemical conditions. Furthermore, these damaging
3 biological conditions would worsen if emotional behavior were not to be acknowledged or
4 were to be deliberately suppressed or ignored. This would be especially concerning if
5 emotions were to be managed and controlled by pharmaceuticals, which could easily make
6 any therapeutic discourse of cognitive behavior misleading and even invalid because of the
7 lack of a true cognitive/emotional correlative relationship.

8
9 There is a key difference between the paradigms of “emotions guide cognitive behavior” and
10 “cognitive behavior regulates emotions.” Within the construct of “cognition regulates
11 destructive emotional behavior,” it is the *intellect* which identifies, determines, and defines
12 destructive emotional and biological behavior as well as identifies, determines, and defines
13 the cognitive behavior which causes this destructive emotional behavior. Within the
14 construct of “emotions guide cognitive behavior,” it is the very presence of negative
15 *emotions* which identifies, determines and defines destructive cognitive and biological
16 behavior. If emotions are the perception of physiological biochemistry, then negative feeling
17 emotions are the indication of very real aberrant and destructive cognitive and biological
18 behavior.

19
20 Emotions provide meaningful and necessary insight into a person’s cognitive activities and
21 their resulting constructive or destructive biological and physical activities. Both the therapist
22 and the patient can use emotions to guide personal, psychological, and psychiatric activities.
23 That which feels good is good (biologically), that which feels bad is bad (biologically).
24 Intellect’s role, rather than to define and regulate aberrant and destructive emotions, should
25 be found in its creative capacity to define *cognitively* that which is wanted and desired and
26 which feels good, while in keeping with personal and, to some extent, societal and religious
27 ethical codes of behavior.

28
29 The great advantage of this adjustment of a paradigm is that now cognitive behavior
30 therapies may very well prove to be a more effective and robust tool in the treatment of

1 severe bipolar and psychotic disorders, suicidal depression, and other very demanding
2 illnesses. With emotional guidance training and with a new battery of pharmaceutical
3 medications emphasizing cognitive self-management, true healing may become the new
4 norm. These new pharmaceuticals should only be used as a temporary crutch to aid the
5 patient's conscious control of cognitive behavior as guided by his/her own emotional
6 guidance.

7
8 *Well-being and the success of any professional therapy, mental or physical,*
9 *is not defined by the absence of illness but by the presence of health, vigor,*
10 *and joy along with the necessary cognitive skills, abilities, and motivation to*
11 *nurture these conditions by employing one's own emotional guidance.*

12
13 *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*
14 outlines a new paradigm of emotional guidance training.

15
16 Sincerely,

17
18 Andrew Jackson

19 2018-12-17



20
21
22
23 References:

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25 Guilford Press

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27 Gross, J. (1998). *Antecedent- and response-focused emotion regulation: Divergent*
28 *consequences for experience, expression, and physiology*. *Journal of Personality and*
29 *Psychology*, 74(1), 224-237.

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1 **Subject: *Become Your Own Superhero***

2 Date: rev2019-01-10a

3
4 Dear Patient,

5
6 How bad is it? How bad do you want what you don't have? How bad do you want to have
7 the good life that others have and you don't. If you are a prisoner in jail, what do you want?
8 If you are angry and mad at everything in the world, what do you want? If you are alone,
9 hiding in a room, never wanting to see the light of day, what do you want? If you are in
10 poverty and living in filth, with never enough food or warm clothes, what do you want? If
11 you are sick and in misery, what do you want? If you are depressed with nowhere to turn but
12 death, what do you want? If you are on drugs or alcohol and your life is in ruins, what do
13 you want?

14
15 I was mentally insane with delusions and voices flying around my head. I was crying out for
16 God to kill me. I blacked out and awoke with a rope in my hand to make it all end when a
17 voice asked me, "Can you go on?" I got myself back into a mental hospital and stayed alive.
18 I blacked out and awoke in a padded cell. They doped me on medications and minute by
19 minute, hour by hour, day after day I spent walking the hospital halls. When released,
20 nightly I roamed the deserts around El Paso until I ended in jail, beaten and bruised but still
21 picking a fight with the biggest man in the cell. A voice wanted me to stay alive and
22 continue my madness in hell. I said, "I can."

23
24 Sharon, my new therapist, when I described my psychotic episodes found them hilariously
25 funny and she created a path for me to join her in her laughter. We both had a good laugh
26 when I described the time I brought the police over to my friend who was in trouble. My
27 *friend* was a garbage can! She gave me a task, "Can you find something for yourself, today,
28 under these miserable conditions, that will make you feel a little better, make you feel a little
29 less pain? Can you do something for yourself today? And can you do it again the next day?
30 And the next?" From then on, I made the time to bath in the light of our apartment's

1 swimming pool. With my face mask and snorkel on, I just stared at the drifting shadows at
2 the bottom of the pool.

3
4 Another person who taught self-empowerment through joy was Esther and her inner circle of
5 friends called Abraham. They introduced me to the power of my inner guidance through
6 listening to my emotions. They spoke of *emotional guidance* as the key to my inner strength
7 and power. From there, I had my *eureka moment*. If I was depressed or manic and I had a
8 “chemical imbalance”, then when I felt better would my “chemical imbalance” be more of a
9 “*chemical in-balance*”. That is, in the times when I felt a little better, or actually, less bad,
10 was my biochemistry also a little better? My emotions truly became my inner guide to
11 honor, wealth, justice and freedom.

12
13 Like a hamster running no-where on a wheel in a cage, I was caught in an endless loop of
14 being drugged when on medications and psychotic mania when off medications. Then I met
15 the “Salsa Doctor,” so called because he played in a salsa band in Ciudad Juarez. He actually
16 worked with the idea that I could get better. That as I gained more control of my psychotic
17 mind through the guidance and power of my emotions, I would need less invasive
18 medications. My ‘Program to Freedom’ had its setbacks. I ended up in jail, my wife called
19 for a divorce, but after four years of continuous conflict, I saw my last mental health
20 caregiver.

21
22 From 1979 to 1996 I kept ‘going on’.... for over 15 years I searched for a path to free me
23 from my own mental hell. I found it in the high deserts of El Paso, TX. Now, over 20 years
24 later, I am writing this to give you hope. I found a path, a way out of hell. I am happily
25 married. I am happily retired. I am still learning how to enjoy life, but I am enjoying life.

26
27 I found that success means bringing a “healthy attitude” to life and to the daily, moment to
28 moment decisions, especially to the choices that are made on what to think and dwell upon. I
29 found that a healthy attitude means having the desire and intention to choose ideas, thoughts,
30 beliefs, concepts, awarenesses, deductions, reasons, dreams, and imaginations that *feel good*.

Become Your Own Superhero

1 I found that people who are successful enjoy life because they have made a decision to focus
2 on what feels good. I found that success and having what you want means learning how to
3 feel better. I found that health and well-being are dependent on focusing on what feels good
4 and that mental health absolutely depends on the ability to focus on what feels good.

5 I found that problems occur when a ‘what feels good is good’ attitude does not get out of the
6 lower, “reptilian brain”, the part of us that evolved first, a kind of “if it moves, eat it”
7 mentality and into the “mammalian brain” where more intricate and complex issues may be
8 resolved with a greater all-encompassing harmony.

9

10 The success of our teachers in life – whether they are our parents, teachers and other students
11 in school, religious leaders, or bosses at work, or the powerful academia, political, and
12 business leaders who set the stage for our lives – their success is in their ability to empower
13 others with the skills and abilities to think and to feel good and to move thought and debate
14 up into the “mammalian brain”. Here a ‘what feels good is good’ mentality can evolve into a
15 broader and greater awareness of both short and long-term consequences, so that decision-
16 making and action can mature into greater complexity and imagination. Thus ‘what feels
17 good is good’ can have a compassionate foundation for existence.

18

19 When I came to the point in my life when I understood that ‘where I am is not my fault but it
20 is now my responsibility,’ that is when life started getting better for me. It takes effort. But if
21 you have the desire to improve and empower your own life, start using your emotions and
22 understand that if a thought doesn’t feel good, it’s not. If what you are doing in life doesn’t
23 feel good, it isn’t good, for you or anybody around you. You have to become your own
24 ‘superhero’.

25

26 Life can become good! Here is a psychology and therapy for anyone to use. If your life or the
27 life of some you know hasn’t been improving with the ‘help’ they are getting.... here is what
28 worked for me. I know it can work for you. Become your own superhero and take charge of
29 your own life: <http://emotional-evolution.com/>.

Becoming Your Own Superhero

1 Because every superhero needs their own mental super powers, [http://emotional-
3 evolution.com/cognitive-emotional-therapy/](http://emotional-
2 evolution.com/cognitive-emotional-therapy/) tells you how to get them. This latter section
4 deals with the nuts and bolts that you can use to rebuild your own life into something
5 wonderful, a life that you can enjoy and where you can actually feel good most of the time.
6 The whole book can also be downloaded for you to dwell upon at your own pace and
7 convenience (check the menu bar).

8 Good luck! “Life is a state of mind” (from the movie *Being There*). Make your state of mind
9 one you like. It all can start with an intention to do something to feel less bad today! With
10 this one step, to do something to feel a little better, you will learn that you do have a
11 power.....not the power of a victim, but the power of a warrior, of a warrior knight, of a
12 “Jedi Knight” (ref. Star Wars movie).

13

14

15 Sincerely,

16

17 Andrew Jackson

18 2018-03-23



1 **Subject: *Escape from Alcatraz***

2 (rev2018-04-13a)

3
4 Dear Prisoner – of War,

5
6 POW is traditionally a designation for those captured and retained within a military
7 campaign of a war in the traditional sense. But there have been no declared wars by the
8 United States since WWII. Yet many of our military personal have suffered, died, and have
9 been captured in undeclared wars ever since. I offer no disrespect to all those honored
10 heroes. I am acknowledging another war, the war beneath the surface from which all
11 military campaigns emerge as well as the undeclared war waging in our streets every day.

12
13 Within this war there is a conflict of ideas and beliefs. Within our society punishment is seen
14 as “justice” for a “crime.” Punishment is not justice. It is not The Truth. Crime and
15 punishment for a crime are but a socially accepted concept fabricated to control a ‘lesser’
16 people. It is an idea and a belief given an illusion of validity and power to dominate and
17 enslave a ‘lesser’ culture. I am writing to you to help you break this illusion of acceptable
18 behavior of a society that has fallen into a coma.

19
20 Punishment is not justice because we all have within our brains the neuroplastic capacity to
21 change, grow, and realize a new reality where we feel and are eventually treated as a better
22 person than we are now. There is a war of cultures. One is an ideology that believes in self-
23 righteous power and domination over a “lesser people of God” and which will manipulate
24 and twist any ideology to advance their dominion. Their desire is to subjugate another
25 ideology that believes in empowering and raising up all peoples of this planet because we all
26 are children of God with the rights of life, liberty and the pursuit of happiness.

27 You are within a war of ideologies. One ideology teaches how to love and embrace
28 humanity so that we all may enjoy this life on this planet. The other ideology does not care
29 about other people and beings. It sows hate and fear that we wage violence upon each other.

Escape from Alcatraz

1 It is a belief that the spoils of this planet are only for the favored and deserving few. You are
2 a prisoner of an undeclared war and I honor your faith and belief in a better world. You are in
3 a fight to the death because only one reality is triumph within your heart. Which reality will
4 you embrace, and which reality will you let die?

5

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

15

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

24 I would like to say I'm sorry you are in here. It's not where you want to be. But it is where
25 you are. I hope these words I am writing will make your life easier for you. When I was in
26 El Paso County Jail, trying to make the best of a bad situation, you know, making lemonade
27 out of lemons, my wife began telling all her friends, "he likes being in there." But you must
28 make the best of a bad situation. You must make the best of the cards you are dealt. She
29 came to visit me.... once....to have me sign a paper saying I was 'mentally unstable' and at

Escape from Alcatraz

1 the same time said she was getting a divorce. A guy would like a little sympathy from his
2 wife, but it may not come. I came to El Paso, TX because she got a good paying job there...
3 All the sympathy I was getting for helping out her career was a few ‘tenderizing moments’
4 from my friends in blue and an inmate friend of mine.

5

6 That was another lifetime, another life I was then living. It all changed when I took
7 responsibility for my life. My circumstances for being in jail were not my fault, but they
8 became my responsibility. As long as I was a victim, as long as I got angry and blamed ‘God
9 knows who...’, as long as I looked everywhere but within my own heart and soul, I was
10 going to remain in prison...

11

12 I am now looking out my window at a cold Wisconsin winter’s end. It is cloudy, and the
13 leafless trees make a bleak silhouette against the gray and dark sky. I love the freshness of
14 the cold and the brilliant whiteness of winter’s snow and the stillness of our frozen lakes. It is
15 a very quiet time of year, a time of hibernation, but also a time of exhilaration. Spring will
16 be here soon, and everything will be turning green, the leaves will be coming out and the
17 birds will be returning with their happy songs of cheer.... I am happily married. We met in
18 the want ads about 18 years ago. Life did get good for me. I got out of jail, cured my
19 ‘mental instability’ and I have been having some good times boating on the water, watching
20 football and having barbecue cookouts with my friends. I changed my life and if you listen
21 closely, you will walk out of that cell and find your own good times with friends and
22 family.... I will share with you a plan, a path on how you can escape from the worst of
23 prisons, even those worse than the infamous Alcatraz...those within your mind.

24

25 Sincerely and with love and respect,

26

27 Andrew Jackson

28 2018-04-06



Emotions

Emotions are the perception, by consciousness, of a physiological biochemistry actuated by cognitive activities of our evolved and nurtured neural circuitry. Because emotions are perceptions of a state of biology being precipitated by cognition, emotions are a reflection of, and give insights into, the nature of cognitive behavior. Emotions are neither destructive nor constructive but rather they are signals of the presence of very real destructive and constructive cognitive behaviors. 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. Now the question is, how are these correlations between cognition, biology, emotions, and consciousness understood, nurtured, and developed within our society for individual health, wealth, and general well-being through their own successful decision-making and creativity?

Andrew Jackson

2018-03-23



1.0 Symbiotic Psychology

1

2

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. The feeling of pain is significant to the*
5 *health and survival of the body. A person cannot perceive the pain of putting their hand on a*
6 *hot stove without first putting their hand on the hot stove. It is the hot stove that is altering*
7 *the biochemical physiology of the hand, which consciousness perceives as pain.*

8

9 Likewise, a person cannot have an emotional response to an accident of a person injuring
10 themselves in a table saw without first having an accident to be perceived. The accident must
11 occur first, which is then perceived and cognitively digested by the brain/mind, which in turn
12 activates biochemical physiological changes within the body. It is these changes in biology,
13 which consciousness then perceives as emotions.

14

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

1.0 Symbiotic Psychology

1 Emotional events do not occur without any physiological biochemical changes. To have an
2 emotional event, there must first exist correlative biochemical change events within the body
3 and these biochemical events in the body are initiated by activities within the cognitive
4 neural networks. Since emotions are the perception of physiological biochemical changes
5 triggered by cognitive events, being emotionally out of control is a false construct of the
6 mind. It is not possible that an emotional event can precede its correlative cognitive event.
7 Therefore, a person who is said to be *emotionally* out of control is in fact *cognitively* out of
8 control and any emotional disorders must first be understood as cognitive disorders.

9

10 Emotions are the perception, by consciousness, of a physiological biochemistry actuated by
11 cognitive activities of our evolved and nurtured neural circuitry. Because emotions are
12 perceptions of a state of biology being precipitated by cognition, emotions are a reflection of,
13 and give insights into, the nature of cognitive behavior. Emotions are neither destructive nor
14 constructive but rather they are signals of the presence of very real destructive and
15 constructive cognitive behaviors. Correlations between cognition, physiological
16 biochemistry, and good and bad feeling emotions are a result of millions of years of
17 evolutionary survival for the health and well-being of the individual. Now the question is,
18 how are these correlations between cognition, biology, emotions, and consciousness
19 understood, nurtured, and developed within our society for individual health, wealth, and
20 general well-being through their own successful decision-making and creativity?

1.0 Symbiotic Psychology

1 Symbiotic Psychology uses the theory of evolution to develop an argument that there are
2 fundamental and necessary correlations between (1) the mental activities of cognition, (2) the
3 body's physiology and biochemistry, (3) the emotional perceptions of feeling good and
4 feeling bad, and (4) consciousness. An understanding of these correlations reveals an
5 emotional neural circuitry designed to perceive **all cognitive activity** in terms of a
6 healthy/unhealthy physiological biochemistry. Because an emotional event follows its
7 correlative biochemical/neurological event, consciousness cannot regulate or manage
8 emotions directly. *Consciousness can regulate and manage cognitive activities which*
9 *consequently initiate physiological and biochemical changes that are then perceived as*
10 *emotions.*

11

12 **Section 1** of this book addresses the power and extreme usefulness of understanding how
13 emotions are a perception of biochemical/neurological physiology and an evolved emotional
14 guidance system for consciousness to evaluate and modify cognitive activities. It is this
15 understanding that is so important for the mental health community. This aspect of an
16 evolved emotional guidance system must be incorporated into psychological and
17 pharmaceutical therapy as well as into every day personal usage for the health and well-being
18 of an individual.

19

20 However, awareness of emotional conditions is another awareness of cognition.... which can
21 form a circular feedback loop. This feedback, if left unabated, can continuously repeat upon

1.0 Symbiotic Psychology

1 itself with the outcome that the feedback is more dominant than the original awareness. This
2 is similar to the distortion that can occur in a repetitive feedback loop between a microphone
3 and a speaker. Here cognition is a response to emotion, that is, emotions are generating a
4 feedback loop in which cognition is incorporating into its original cognitive activities giving
5 the illusion that emotions, rather than cognition, are constructive/destructive.

6 **Section 2** reasons that emotions are an evolved biological system designed to give feedback
7 on cognitive activities through the perception of physiological and biochemical behavior.

8 **Sections 3, 4, 5 and 6** integrate this cognitive/emotional feedback circuit into proposed
9 psychological and pharmaceutical therapies. **Section 7** presents a method to progress towards
10 emotional wisdom, which can guide cognitive activities towards healthy, successful, and
11 environmentally adaptive deductions, conclusions and decisions. Examples of therapeutic
12 exercises to develop healthy cognitive-emotional behaviors are outlined in **Section 8**.

13 **Section 9, Emotional Guidance – The Dark Side**, is a discussion of how nature’s
14 wonderful mind, body, emotions and consciousness correlative relationships can go astray.

15 **Section 10** summarizes how the human spirit is intertwined within a massive collection of
16 neural networks and circuits. At the end is a collection of **Appendices: Essays on**

17 **Emotional Wisdom** reflecting the impact of *Symbiotic Psychology: The Synergy Between*
18 *Mind, Body, Emotions, and Consciousness* upon the human landscape.

1.0 Symbiotic Psychology

1

1.1 Introduction to Symbiotic Psychology

2 *The physical pain of a hand on a hot stove brings about a very natural reflexive response.*
3 *Such pain is a signal to get the hand off the stove. If the pain is ignored and the hand*
4 *remains on the hot stove, the biochemical signature of the hand changes to the degree that*
5 *the hand burns. If the hand is quickly taken off, maybe no medical attention is needed. If the*
6 *natural response of the body is usurped in some fashion and the hand burns a little, maybe a*
7 *little salve would allow the healing. But the longer the natural signals are covered up or*
8 *ignored, the worse the damage and the more extensive the healing process, including skin*
9 *grafts or worse. The crux of the problem is disregard for the body's signal to take the hand*
10 *off the stove.*

11

12 But aren't emotions also giving signals? Certain cognitive perceptions, thoughts and actions
13 feel good. Other cognitive perceptions, thoughts and actions feel bad. This feels good; this
14 feels bad. What is the significance of understanding emotions as an evolved biological
15 guidance system for cognitive behavior? What is the neurological liaison between mind,
16 body, emotions and consciousness that promotes health and well-being? How can this
17 relationship be exploited to develop more effective psychological and pharmaceutical
18 therapies? How can this relationship be used in daily, moment to moment decisions towards
19 happiness and well-being? (ref. 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8)

1.0 Symbiotic Psychology

1 **1.2 Cognition, Emotions, Physiology and Neurology**

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

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

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

1.0 Symbiotic Psychology

1 Cognition deals with the processes of knowing, namely, perception, recognition, conceiving
2 – which includes imagination and inspiration – and reasoning (ref.1-12). The focus of this
3 book however, is how emotions have evolved their own purpose and how knowledge of that
4 purpose should be processed for the health and well-being of the individual. Emotional
5 neural circuits provide feedback about how cognitive processes need to be further utilized
6 before any internal mental deliberations can be properly concluded and any decisions made.
7 The significance of negative emotions means the presence of a physiological biochemistry
8 that is unhealthy for the individual and the need for more cognitive deliberation. This
9 internal work isn't finished until positive emotions come to dominate and signify and reflect
10 that a healthy physiological biochemistry has been achieved.

11

12

1.3 The Four Postulates of Symbiotic Psychology

13 The following four postulates form a basis of Symbiotic Psychology. The implications of
14 these postulates are developed in the remainder of the book.

15

16 **1. Emotions are the Perception of Physiological Biochemistry:** Cognitive neural
17 circuitry activities (a) stimulate biochemical activity within the brain and body (b)
18 that we perceive as emotions (c). The emotions that we feel (c) are the result of
19 physiological biochemical activities (b), not their cause. The illusion of emotions is
20 that emotions drive the mind and its biochemistry. Rather, cognition precipitates
21 changes in the body's physiological biochemistry which consciousness then perceives
22 as emotions. Therefore, since physiological biochemistry is a consequence of

1.0 Symbiotic Psychology

1 cognitive behavior, emotions are not constructive or destructive in themselves
2 because they only exist as a reflection of very real constructive or destructive
3 cognitive behaviors.

4
5 **2. Evolved Cognitive/Emotion Correlations:** The cognitive construct of emotions
6 evolved out of the necessary correlative relationships between cognition,
7 physiological biochemistry, emotions and consciousness that promoted life
8 throughout the ages. Emotionally feeling good must correlate with (a) the body's
9 physiological biochemistry of health and well-being, (b) the mind's knowing of
10 health and well-being, and (c) an actuality of physical health and well-being.
11 Therefore, cognitive activities should not dwell within emotionally negative events
12 but, rather, should continue an iteration of various cognitive activities until
13 emotionally good feelings reflect physical health and well-being and a focus upon
14 that which is wanted and desired.

15
16 **3. Feels Good is Good:** Whether one is perceiving emotions, feelings, or affect, it will
17 boil down to some aspect of feeling good or feeling bad. And, within the
18 consequences of evolution, feeling good is healthy and right, and, feeling bad is not.
19 Because this basic emotional system of feels good is good evolved out of the reptilian
20 brain of might *is* right, parenting and community education and training must strive to
21 push moral and ethical debate up into our mammalian brain where a more complex

1.0 Symbiotic Psychology

1 cognitive and emotional awareness of might *for* right, feels good is good ethics can
2 be sustained.

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

11
12 **1.4 Author's Note:**

13 Within the United States – every year – 44,000 people kill themselves.

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

1.0 Symbiotic Psychology

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

3

4 Since I began voicing my concerns over erroneous psychological and pharmaceutical
5 therapeutic methodologies, over a million (*MILLION*) people have committed suicide,
6 millions of other people have been put in incarcerating conditions that only amplify their
7 psychological injuries, and mass shootings continue with no review of the psychological
8 environments fostering all of these atrocities. Lack of academic and public questioning of
9 current psychological and pharmaceutical therapeutic practices within the USA is an affront
10 to humanity's natural curiosity to understand and comprehend reality.

11

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

15 Since emotions are a perception of a state of physical being precipitated by cognition, so-
16 called aberrant and destructive emotions are but a reflection of the true prime mover,
17 cognition; and cognitive activities can be extremely aberrant and destructive. It is cognition
18 that must be managed by understanding the significance and meanings of emotional
19 perceptions.

1.0 Symbiotic Psychology

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

7

8

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2.0 Emotions as an Evolved Biological System

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

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

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution. If any human is to live or even thrive to maturity where offspring will continue the survival of the species, might there be an evolved link or correlation between emotions and an individual's cognitive activities and the body's physiology? The following is a discussion to put forward the types of correlations that must 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? It is logical to conclude that, evolutionarily speaking, feeling
20 good correlates with vitality, vigor, and strength and feeling bad correlates with
21 illness, lethargy, and weakness.

2.0 Emotions as an Evolved Biological System

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

10
11 From an evolutionary perspective, feeling good means there is a positive correlation between
12 the neural networks that activate (1) a cognitive awareness of strength, vigor, and well-being,
13 (2) an actualization of a physiology of strength, vigor and well-being, and (3) the neural
14 networks associated the emotions of pleasure. Biochemistry, both at the molecular level and
15 the neural network level, must sustain the correlations between (1) the cognitive knowing of,
16 (2) the actualization of, and (3) the feeling of strength, vigor and well-being. Simply put, if
17 these correlations did not exist in this way a person would have a low probability of survival.

2.2 Cognitive Imagination and Evolution

20 How would a genetic line survive (1) if the body's need for water did not stimulate the
21 mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated with

2.0 Emotions as an Evolved Biological System

1 negative emotions? If the body needs water, this need must correlate with the mental act of
2 imagining water and correlate with positive emotions associated with finding and drinking
3 water. That is, there is a correlation between imagining the necessities of life and positive
4 emotions. If, instead, there was a correlation such that the imagery of food, water, and
5 shelter brought about negative emotions, then these basics of life would be avoided, leading
6 to an evolutionary dead end. So, for the survival of the species, there must be an evolved
7 correlation between (a) the evolved neural networks of the cognitive brain of imagination
8 and (b) the neural networks of the emotional system such that it (c) feels good when (d) the
9 individual's imagination dwells upon the presence of the food, water, and shelter, which (e)
10 is wanted and desired by the body in order to survive.

11

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

17

18 How would a genetic line survive if the idea of *not* obtaining food, water, and shelter
19 correlated with feeling good? Or, how would a person (and his or her genetic lineage)
20 survive if cognitive imagery dwelt upon that which is not wanted and this mental activity did
21 not correlate with negative emotions? A person dwelling upon that which is not wanted

2.0 Emotions as an Evolved Biological System

1 triggers an unhealthy physiological biochemical condition within the body which activates an
2 emotionally negative neural network perceived by consciousness. There must have been an
3 evolutionary development that resulted in these correlations or we wouldn't have survived as
4 a species.

5

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

1 2.3 Conclusion

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

14

15 The simple arguments above are constructed to illustrate how evolution brings about specific
16 relationships between the mind, body, and emotions and consciousness. Many more
17 complex scenarios can be developed for the variety of relationships people have with their
18 physical and social environment. Also, the element of time and the relativity of strength and
19 vigor are not discussed but easily can be factored in for added layers of complexity. The

2.0 Emotions as an Evolved Biological System

1 moral and ethical debate of a ‘feels good is good’ behavior guide has been going on for
2 thousands of years and will continue for thousands more, but ultimately it is an individual
3 debate that continues throughout a person’s lifetime of experiences and, hopefully, a lifetime
4 of continual growth and greater understanding.

3.0 Depression: Mental Illness or Mental Injury

1

2

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.

13 The more the emotional pain is (1) ignored, (2) suppressed or usurped, (3) biochemically

14 blocked or sedated, (4) blocked by neurological damage, or (5) unacknowledged for any

15 other reason such that the individual’s thoughts and the activities of his or her mind remain

16 on the ‘hot stove,’ the more the associated biochemical signature and neurological processes

17 will differ from that of a ‘normal’ healthy person (ref. 3-1). The issue is the lack of

18 responsiveness to the emotional pain, which calls out to get the mind off a potentially

19 damaging mental stream of consciousness. But is this biochemical abnormality an illness or

20 an injury?

3.0 Depression: Mental Illness or Mental Injury

1 The *illness* in mental illness arises when healthy responses to the emotional system are
2 absent and the individual does not have the mental/emotional capacity, agility, or wisdom to
3 respond to his/her emotional guidance in a natural and healthy manner to get his/her mind off
4 of the hot stove. But is this lack of emotional responsiveness an illness or an injury?

5

6 **3.1 Cure an Illness, Rehabilitate an Injury**

7 The observation that people with mental illness have a biochemical abnormality compared to
8 from the mentally healthy people is well documented (ref. 3-2). But there is, by evolutionary
9 design, supposed to be a biochemical anomaly when a person's mental activities are
10 unhealthy, that is, when cognitive activity dwells upon unwanted, emotionally negative
11 aspects of life. When a person's mind remains on the hot stove, he/she is activating a
12 completely different neurological network. There should be a different biochemical
13 signature. The fallacy is in the attempt to pharmaceutically normalize a patient's
14 physiological biochemistry without also removing that person's mind from the cognitive hot
15 stove and rehabilitating healthy neural network activities between cognition, body, emotions
16 and consciousness.

17

18 Where well-being and a natural emotional responsiveness exist, no medical attention is
19 needed. But if the mind 'burns' a little, maybe some simple medication accompanied by
20 supportive psychotherapy would promote healing and a return to a naturally functioning

3.0 Depression: Mental Illness or Mental Injury

1 neural network of the healthy mind, body, and emotion correlative relationships that can be
2 utilized by consciousness.

3 However, in acute cases where such a natural emotional response, awareness, or behavior is
4 lacking, and where healing is not occurring, supportive medication and hospitalization may
5 need to be more invasive. Extensive rehabilitation therapy will be needed to take advantage
6 of the brain's neuroplasticity to recreate a new neurology of healthy mental responsiveness to
7 its emotional guidance system. Supportive pharmaceutical intervention should be an aid to
8 the patient, as a crutch, to help him/her regain healthy responses to their emotional guidance
9 system. The crux of the problem for those suffering to this degree began with their disregard,
10 or ignorance of, a wondrous and highly evolved emotional awareness of healthy biological
11 conditions.

12

13

3.2 Responding to a neurological emotional guidance network

14 There is great power within the activation of the emotional negative neural network and the
15 realization and conception of that which is not wanted nor desired. But this power is only
16 actuated if the opposite end – the positive, pleasurable end of the spectrum – can be known,
17 that is, perceived, recognized, conceived, and reasoned (ref. 3-3) and then acted on.

18

19 People who are healthy, happy and successful in life use their power of consciousness to
20 pivot off the emotionally negative aspect of a scenario and into a more emotionally positive,

3.0 Depression: Mental Illness or Mental Injury

1 *re-framed* scenario. They have learned and developed the necessary skills that are essential
2 in our society to manage their focus of attention in response to their own emotional feedback.
3 They have developed a robust cognitive dexterity and ability where disruptive cognitive
4 events only temporarily upset healthy biochemical balances. They have the motivation, drive
5 and, most importantly, the proficiency to cognitively create a scenario of that which is
6 wanted and desired – which initiates a balanced and a healthy biochemical physiology
7 activating the correlative, emotionally-positive neural network.

8

9 The development of the extreme biochemical signature of mental illness that requires
10 psychiatric drugs is the result of a chasm that developed between the cognitive activities
11 within the brain and the individual's responsiveness to the emotional guidance system.
12 Severe mental injury or illness that may never fully heal may have resulted from neurological
13 damage, disease, drug abuse, prolonged and extensive use of medications, trauma, birth
14 defect, or some other inherited condition. On the other hand, more treatable conditions may
15 have developed through life from a person's inability to process the indoctrinating effects of
16 life's significant characters. Parents, religious figures, teachers, peer groups, or the constant
17 barrage of information in this new age of technical wizardry can lead to a breakdown
18 between cognition and consciousness's responsiveness to its own evolved emotional
19 guidance system. Less dramatically, such a breakdown may be caused by the many
20 interactions life presents while growing up – where others' emotional guidance systems have
21 usurped, instead of enhanced, a person's natural emotional responsiveness.

3.0 Depression: Mental Illness or Mental Injury

3.3 Conclusion

1
2 Whatever the dysfunction is called – illness, disease, disorder – and however the symbiotic
3 ties between cognition, physiology, emotions, and conscious were disrupted, the objective in
4 psychological and pharmaceutical therapy should be to reestablish the evolved and symbiotic
5 relationship between these constructs where a person can enjoy and thrive in life with its
6 many exciting challenges. The neuroplastic capacity of the brain to establish new neural
7 circuits takes time. The psychological and pharmaceutical rehabilitation methods to reinforce
8 this new neurological growth with emotions as a perception of physiological biochemistry
9 have yet to be properly identified and researched.

10
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3.0 Depression: Mental Illness or Mental Injury

4.0 Cognitive-Emotional Rehabilitation

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There is a need to develop an understanding of emotional guidance and *cognitive* regulation in the discipline of psychological and pharmaceutical therapy. *Emotional* regulation is a misconception and a false 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 this understanding and also can teach the individual how to use emotional guidance to change correlative 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 associated positive emotions.

Cognitive rehabilitation must help individuals to use the neuroplastic capacities of the brain 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

4.0 Cognitive-Emotional Rehabilitation

1 creativity to move the mind towards activities that result in associated harmonious emotional
2 responses. Besides the cognitive activities of recognition, conception, reason and
3 imagination, there are the perceptual activities of the senses – touching, seeing, hearing,
4 smelling, and tasting – as well as the physical activities a person may engage in. All of the
5 cognitive activities associated with these activities also give rise to associated emotional
6 responses to be heralded and empowered into well-being through encouragement by the
7 psychologist.

8

9 There is a need for a psychotherapy that fortifies a patient’s desire to stay on the road toward
10 a natural state of health and well-being: a discipline where a patient’s own emotional
11 guidance system is acknowledged, validated and reinforced. This implies empowering a
12 patient with the ability to reach for and chose cognitive activities that feel better so he/she
13 actually does feel better in the present, rather than reaching for some goal to be realized in
14 the future. These cognitive activities may simply change emotional experiences from painful
15 to less painful, but eventually they will result in a change from feeling good to feeling even
16 better. The successful caregiver will develop a patient’s cognitive ability to find cognitive
17 activities that feel better now, in the present, in this therapeutic session. The goal is for a
18 patient to feel even better by becoming mentally and physically well through leading a life
19 responsive to his/her own emotional guidance system. “Wellness” ultimately means to have
20 a life without therapy and without medications. A person may never reach a state of mental
21 health that is without therapy or medications, but just demonstrating with them that they have

4.0 Cognitive/Emotional Rehabilitation

1 the ability and the power to feel better now creates hope. Hope can make all the difference
2 between staying with or leaving a program. It can make the difference between staying with
3 or leaving life itself.

4 **4.1 Emotional Guidance**

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

19
20 Maintaining a healthy and joyful lifestyle requires having an ability to move up or down the
21 spiral staircase with ease and fluidity, just as emotions flow up and down with the changing

4.0 Cognitive-Emotional Rehabilitation

1 consciousness of watching a movie or reading a book. Issues involved within mental illness,
2 addictions, and violence develop when this more complicated and creative aspect of a
3 healthy cognition are absent, usurped, driven, or even manipulated out of a person's
4 repertoire of survival skills. The resulting loss of choice to get on or off the emotional roller
5 coaster can leave an individual broken and in need of professional help.

6

7 **4.2 Defining Mental Health and Well-being**

8 *Well-being and the success of any professional therapy, mental or physical, is not*
9 *defined with the absence of illness but by the presence of health, vigor, and joy along*
10 *with the necessary cognitive skills, abilities, and motivation to nurture these*
11 *conditions with one's own emotional guidance.*

12

13 Mental, physical, and emotional wellness depend on actuating evolved correlative
14 relationships. Emotions are a perception of physiological biochemical conditions which are
15 an actualization of cognitive activities. If a person's emotions are working as evolution
16 developed and are giving an accurate perceptual feedback on his/her physiological
17 biochemistry, then a psychological problem is not an "emotional disorder" it is a "cognitive
18 disorder." A true emotional disorder would be akin to a sight disorder such as near
19 sightedness, far sightedness, or even color blindness. A distinction must be made between a
20 properly working emotional system – one which gives accurate feedback on the body – and

4.0 Cognitive/Emotional Rehabilitation

1 an emotional system with a disorder – one which has a non-associative relationship with the
2 body and mind.

3

4 Within the context of emotional guidance, a person is mentally healthy when he/she can
5 naturally (i.e., without alcohol, drugs or medications), respond to his/her own emotional
6 guidance and move up or down the emotional spiral staircase by choice. A mentally healthy
7 person has the aptitude, skills and capacity to return to the pleasures and harmonies of life
8 from event to event throughout life. Having mental and physical health is being capable to
9 do the work that is necessary to move within the emotional spiral staircase: from a
10 mental/physical/emotional negative state into a mental/physical/emotional positive state of
11 existence.

12

13 *Well-being and the success of any professional therapy, mental or physical, is not defined by*
14 *the absence of illness but by the presence of health, vigor, and joy and the necessary cognitive*
15 *skills, abilities, and motivation to nurture these conditions with one's own emotional*
16 *guidance.*

17

18 Once a patient learns to maintain his/her own physical and mental well-being by acting from
19 a positive emotional state, then a new learning process begins: one which delves into the
20 ethics of these actions and thus develops a comprehension of “right” action. We live in an
21 environment where sales and marketing have become very sophisticated and cunning in the

4.0 Cognitive-Emotional Rehabilitation

1 manufacturing of feeling good states of being. In this environment of *caveat emptor* (let the
2 buyer beware) and ‘free speech’, not understanding the pitfalls of ‘feels good is good’ can be
3 very costly to the individual and in the long run to the health and well-being of the family,
4 community, and society.

5

6 Additionally, society needs to rethink the meaning of “criminal justice” and reform
7 ‘punishment for crime’ into a justice system that actually promotes healthy cognitive
8 rehabilitation and healthy neuroplastic development and a return to well-being. **Well-being**
9 means health, vigor, energy and vitality with a joyous anticipation for the future and all its
10 uncertainty.

5.0 Psychological Therapy

1

2

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

15

16 Evolution has established a cognitive/physical/emotional correlation such that emotions
 17 provide consciousness with an awareness of the health and well-being of the body’s
 18 physiology and biochemistry. A useful definition of mental illness is the **inability** of a
 19 person to respond constructively to emotional signals. Individuals feel or perceive emotions
 20 and normally respond to their emotional guidance system by creating and accentuating
 21 cognitive activities that bring about positive feeling emotions. Negative emotions are a

5.0 Psychological Therapy

1 driving impetus to create new and different cognitive activities that bring about a healthy,
2 good-feeling emotional response. If feelings are skewing negative, this is the brain's signal
3 to cognitively reconstruct this negative stimulus or to get off this subject entirely and refocus
4 the mind and its activities onto something that brings a positive emotional response. The
5 objective is to keep the mind and its cognitive powers of perception, recognition, conception,
6 reasoning, and imagination – along with the body's capacity of actualization – continually
7 reaching for better cognitive activities and thus, for the good feeling emotional responses
8 indicative of a healthy physiological biochemistry.

9

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

17

18 "What do you want?" is a question that brings about an emotionally negative response if the
19 patient is dwelling within the cognitive constructs of the 'not wanted' or 'lack of' that which
20 is actually desired. Our evolutionary reflexes are to move consciousness into cognitive
21 activities of 'that which is wanted' and to how to attain it. The therapist's role is to aid in

5.0 Psychological Therapy

1 their patient's understanding of this process and to train and develop his/her cognitive skills
2 necessary to pivot cognitive activity from that which is 'not wanted' to cognitive activity of
3 that which is 'wanted'.... from feeling bad to feeling good. Emotions are the guiding light
4 regarding the success or lack of success in this change of focus within cognition.
5 Neuroplasticity of the brain means that everybody has the capacity to realize a new and more
6 beneficial reality because the brain can rewire itself and create new circuits of understanding
7 and alternative healthy behavior.
8
9 Therapy based on the symbiosis between cognition and emotions reaffirms an evolved
10 biological guidance system where emotions are used to evaluate cognitive behaviors. In
11 stark contrast to 'emotional regulation', with this approach emotions are not 'regulated' but
12 are used instead to regulate, that is, to guide cognitive behaviors. Also, in this context,
13 emotions are not viewed as 'out of control' nor is there a concept of 'emotional disorder.'
14 On the contrary, it is the cognitive mind that is 'out of control' and the therapeutic process
15 addresses instead, a 'cognitive disorder.' Deviant emotional perceptions are reflections of
16 this aberrant cognitive behavior. The emotions are not treated as dysfunctional but, rather,
17 are understood as very functional, in that they are bringing to consciousness the
18 dysfunctional aspect within the mind's cognitive activities that is creating the aberrant
19 biochemical physiology we are perceiving as emotions. It is these irregularities in cognitive
20 behavior that need to be addressed. Emotions are but the messenger.

5.0 Psychological Therapy

1 It is the symbiotic nature of cognition and consciousness that enables a person to ferret out
2 that which is wanted from within that which is not wanted. This nature also enables a person
3 to acknowledge that which is not wanted (or focus on the lack of what is wanted) from
4 within that which is wanted. Cognition and consciousness have a basic biological function to
5 maintain a healthy and vital physiological biochemistry. Emotions have a function.
6 Emotions bring an awareness to consciousness of the health, or lack thereof, of cognitive
7 activities. Feeling good correlates with a healthy biochemistry and feeling bad correlates
8 with an unhealthy biochemistry. Psychological and pharmaceutical therapy must honor these
9 functions. Mental ‘illnesses’ arise when healthy responses to the emotional system are absent
10 and the individual does not have the mental/emotional capacity, agility, or wisdom to
11 respond to his/her emotional guidance in a natural and healthy manner to ‘get his/her mind
12 off the hot stove’.

13

14 The goal and practice of *psychological rehabilitation* is to utilize the brain’s power of
15 neuroplasticity and to develop within a person the mental agility and reflexes to
16 constructively respond to his or her emotional guidance system. At first, these steps may
17 simply go from painful emotions to less painful emotions, but eventually, with the
18 development of new habits and skills of mental agility, the steps will be from feeling
19 emotionally good to feeling emotionally even better. The presence of these skills is the
20 presence of mental health and well-being and the ability to lead a ‘normal’ life.

6.0 Pharmaceutical Therapy

1

2

3 *“Doctor, are you working with my therapist? Her therapy is helping me get control of my*
4 *thinking. If a thought doesn’t feel good, I’ve got to find another that feels better. But how*
5 *can I do that when these meds you keep giving me make me feel all doped up. She says I need*
6 *to understand that my emotions have evolved to help me get my mind off what feels bad.*

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

18

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

6.0 Pharmaceutical Therapy

1 cognitive activities in response to emotional guidance? How can emotions guide cognitive
2 behavior when emotional or physiological neural networks are being targeted with artificially
3 introduced chemical agents?
4
5 Emotions have an evolved role in guiding cognitive behavior and decision-making. If
6 emotions are perceiving physiological biochemistry, and cognition actualizes physiological
7 biochemistry, how are emotions ‘out of control’ and in need of ‘emotional regulation’? No!
8 It is cognition that is ‘out of control’ and therefore, it is cognition that needs regulation.
9
10 Any pharmaceuticals designed to impact the emotional system also impact the emotions’
11 correlations with (1) the mind’s cognitive activities and (2) the body’s physiological
12 biochemical activities and (3) the emotions’ response to the body’s physiological and
13 biochemical conditions. Biochemical agents must harmonize with emotional neurological
14 construction and augment the brain’s neuroplastic capacity for developing new constructive
15 habits. The purpose of pharmaceutical therapy should be to assist consciousness’ power and
16 ability to manipulate cognition and thus to help consciousness to respond to emotional
17 guidance in a healthy and constructive manner. That is not the intent of current
18 pharmaceutical therapy.

6.0 Pharmaceutical Therapy

6.1 Psychiatric Medications Designed for Healing

1
2 *Any attempt to understand and affect the internal human environment must be taken with an*
3 *understanding of the changing biochemical conditions of that environment as indicated by an*
4 *evolved emotional neurocircuitry of the human body.*

5
6 There is a need for psychiatric treatment to use drugs and medications that help
7 consciousness to regain its own power and responsiveness to its own emotional guidance
8 system. These medications should also help consciousness break away from a narrow and
9 myopic world view which can spiral cognition out of control. There is a need for
10 pharmaceuticals that can help create a biochemical environment where the personal powers
11 of an individual's consciousness can start making attempts to be more responsive to his or
12 her emotional guidance system. These new agents must also augment the brain's
13 neuroplastic capacity.

14
15 These new types of pharmaceuticals would aid individuals in their abilities to use their own
16 cognitive skills and reflexes to co-function with their emotional guidance systems. These
17 new medications would aide and empower consciousness either to take the mind off the
18 negative downward cognitive spiral of depression or to take the mind off the out-of-control
19 upward cognitive spiral of mania. As a patient's new skills are developed and new neural
20 circuits are cultivated, the need for and the types of pharmaceutical assistance change. There
21 always should be the goal to eventually remove pharmaceutical assistance entirely. But, like

6.0 Pharmaceutical Therapy

1 the hand on the hot stove, the neurocircuitry within the brain can be “damaged” so
2 extensively that no amount of training and development will ever succeed because entire
3 functions of the brain may have been irreversibly programmed into destructive patterns. In
4 such cases, there is the possibility that the mind/body/emotion chasm may be permanent,
5 resulting in a need for permanent pharmaceutical intervention and, in some cases,
6 hospitalization. Nevertheless, new pharmaceutical research is required to address a new
7 paradigm in which cognition drives the physiological biochemistry that emotions perceive.

8

9 6.2 Masking Neurological Processes

10 There is a danger of medications masking destructive cognitive behaviors that normally are
11 exposed through erratic, abnormal, and convoluted *emotional feedback*. If these emotional
12 reflections of aberrant mental and physical behaviors are ignored or camouflaged with
13 pharmaceuticals and if irregular *cognitive behavior* is left unaddressed without proper
14 psychological counseling and therapy, cognition may fester unabated and create a myopic
15 vortex of circular mental and physical behaviors. This psychosis can break out with
16 disastrous consequences to the patient and to others, who may become characters in a
17 manically-conceived tragedy played out in real life.

18

19 The approach proposed in this book does not negate the importance of pharmaceutical
20 therapy, rather, it redefines its purpose, which is to target the brain’s neuroplastic
21 environment and to help individuals redevelop a healthy cognitive activity in response to

6.0 Pharmaceutical Therapy

1 their perceptions of emotional feedback about their physiological biochemical states of
2 being. As discussed earlier, a person has an evolved emotional guidance system that
3 promotes cognitive behavior that feels good emotionally. Negative emotions promote
4 avoidance behaviors. Mental illness may be defined as a consciousness' inability to
5 constructively respond to his/her own internal dialog between cognition and emotional
6 perceptions and the inability of consciousness to actively engage in emotionally positive
7 activities that are useful, healthful and life-giving. Pharmaceutical therapy should augment
8 psychological therapy to create conditions for redeveloping the neural networks that
9 reinforce evolutionary design.

10

11

6.3 New Opportunities in Medicine

12 The argument presented here for understanding emotions as a product of the evolutionary
13 process opens up vast new opportunities and possibilities within the fields of psychology and
14 pharmacology to rehabilitate the cognitive attributes of mental illness while recognizing and
15 honoring the evolutionary role of emotions. There is certainly a need to identify new
16 medications that are appropriate for healing. Pharmaceuticals need to work with and augment
17 the cognitive rehabilitation processes within psychotherapy. And, most importantly, the
18 argument presented here opens up the possibility of a new hope for patients. Patients may
19 now approach daily psychological and pharmaceutical therapies with the hope and
20 anticipation of new healing possibilities within their journey back into well-being and joy.

6.0 Pharmaceutical Therapy

1 A successful return to well-being and joy takes work on the part of both caregivers and
2 patients. If pharmaceutical intervention is required to stabilize a patient's cognitive behavior,
3 there is still a need to develop programs that reduce this pharmaceutical impact. As a
4 patient's rehabilitation promotes the new skills and habits necessary for consciousness to
5 respond to emotional guidance in a healthy and productive manner, less invasive drug
6 therapy is required. Any healing and return to wellness is dependent on the desire,
7 determination and fortitude of patients to seek wellness and to develop healthy new habits
8 and patterns of cognitive behaviors in response to their emotional guidance. Likewise, the
9 desire, determination and fortitude of the therapist, the psychologist, the psychiatrist and the
10 pharmacist play their roles within the patient's healing process of restructuring cognitive and
11 emotional neurology and a return to well-being.

7.0 Cognitive-Emotional Wisdom

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

To have ***cognitive-emotional wisdom*** is to have the cognitive and emotional understanding and ability to avoid acting from the lower platforms of despair, depression, and anger. It is to have the cognitive tools and agility to move up the emotional staircase and **to act** from platforms of good feelings where clarity, health and vigor reside.

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

7.0 Cognitive-Emotional Wisdom

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

3

4 Development of cognitive-emotional wisdom also helps an individual to develop the desire,
5 courage, and tenacity to do the work necessary to move up the emotional staircase and to
6 continually reach for thoughts that feel better. Poetry, music, dance, the arts, and sports can
7 all be important motivators because successful participation within these disciplines demand
8 action from higher levels of cognitive awareness and a more refined response to emotional
9 perceptions. Every step higher in the level of accomplishment demands an even greater
10 commitment to a cognitive discipline with emotional guidance. Every step higher is a
11 movement into greater happiness, joy and passion. Think about it. Physical and cognitive
12 agility, coordination and strength, all key attributes for an athlete's success, require the
13 athlete, as a consequence of evolution, to be 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 to the demands, complexity, and nuances of our modern society. Having
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

7.0 Cognitive-Emotional Wisdom

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 lives' 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 with benevolent intent, but sometimes with
11 malicious intent to manipulate individuals for ulterior purposes, such as exploitation or
12 control.

13

14 **7.1 Development of Cognitive-Emotional Wisdom**

15 The narrowness of myopic mental vision and perspective plays a role in mental illness and
16 aberrant behaviors to strive for action that is not myopic but, rather, integrates the totality of
17 a person's cognitive and emotional universe. Just as the various sections of an orchestra
18 must be aware that they are playing in the same key to remain in harmony, the various
19 aspects of a person's consciousness and very being must find harmonious integration for the
20 person to remain whole and mentally healthy. Otherwise the dissonance that can develop
21 within a person to accommodate society's diverse demands can become so great that it may

7.0 Cognitive-Emotional Wisdom

1 be impossible for the person to remain whole and mentally healthy. To be mentally well,
2 individuals must have successfully mastered the necessary skills to navigate their cognitive
3 and emotional processes through life's challenges and adventures. They must successfully
4 integrate the lessons demanded by society and develop the necessary cognitive-emotional
5 wisdom to succeed.

6

7 In a healthy, cognitive/emotional symbiotic system, emotionally negative activities of the
8 mind must be a source of inspiration and creativity: inspirations for new, emotionally
9 positive and transformative cognitive activities that are the necessary precursors to healthy
10 physical action. Emotional wisdom is reached when emotionally positive cognitive and
11 physical activities bring health and vitality and nurture a constructive, cooperative and
12 successful personal environment. Emotional ignorance, on the other hand, is when
13 emotionally negative cognitive activities run amok: externally they create destructive
14 physical actions and internally they create unhealthy environments susceptible to disease,
15 illness and injury.

16

17 The first step towards cognitive-emotional wisdom is to establish a person's awareness of the
18 fundamentals of the emotional feedback system. Unfortunately, even the syntax of language
19 misrepresents the mind, body, emotion relationship with consciousness. To say that a
20 person is "emotionally out of control" or having a "fit of rage", or "acting out in anger" or
21 committing a "crime of passion" is an incorrect characterization. The person is not

7.0 Cognitive-Emotional Wisdom

1 “emotionally out of control” but, rather, he/she is “cognitively out of control” because it is
2 the cognitive activities that are creating physiological and biochemical changes, which
3 consciousness perceives and calls emotions. Emotions can not be aberrant and destructive
4 because they are but the messenger. It is cognition that can be aberrant and destructive. It is
5 cognition that is creating the physiological biochemistry that is running afoul.

6

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

12

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

1 7.2 Trauma and Addiction Corrupting the Cognitive-Emotional Relationship

2 The correlative relationship between mind, body, emotions, and consciousness has evolved
3 to promote individual health and well-being (ref Section 2: “Emotions as an Evolved
4 Biological System”). Trauma may be defined as an experience – or series of experiences – so
5 severe as to short circuit the normal harmonious and healthy flow of nervous electro-
6 biochemical energy within and between neuro-network areas within the brain and body and
7 disrupting a person’s evolved reaction to seek and maintain cognitive activities that feel
8 good. Although traumatic experiences are usually cognitive – that is, emotions perceiving
9 biological changes caused by cognitive activities – chemically induced trauma from alcohol,
10 tobacco, and other “recreational drugs” may also – and very quickly and drastically – disrupt
11 natural nervous electro-biochemical energy flow. No matter how a traumatic experience is
12 absorbed within the human neurological circuitry, neurological behavior is disrupted beyond
13 its elastic capacity to return to normalcy. As a hand that was forced onto a hot stove may
14 forever be scarred and may even become functionally impaired, trauma-induced abnormal,
15 biochemical physiology *may* severely impact internal nervous electro-biochemical energy
16 flow and adversely affect natural cognitive and emotional behavior as well as the physical
17 expression of that behavior.

18

19 As previously discussed, (ref Section 2: “Emotions as an Evolved Biological System”)
20 human beings have evolved to be healthy and joyous. Culturally this may be far from the
21 norm and an indication of a broken culture and society rather than an indication of natural

7.0 Cognitive-Emotional Wisdom

1 human character. A cultural lack of awareness and understanding of the natural cognitive-
2 emotional relationship may promote dubious, self-prescribed remedial behaviors in response
3 to traumatic events. Additionally, these behavior modifications can easily become addictive
4 rather than healing.

5

6 Withdrawal from any adaptive behavior stemming from trauma can be very painful and thus
7 promote their addiction. Behavior modifications, street drugs, and even properly prescribed
8 medications used to cope with trauma are addictive for two reasons. One is that they buffer
9 consciousness from the pain of the traumatic event and, two, especially with drugs,

10 withdrawal symptoms can be so painful and severe as to prevent any cessation of use. If

11 adaptive behaviors to cope with trauma are innocuous, any traumatic injury and addictive
12 behavior may never be acknowledged nor the need for any remedial action be recognized.

13 Only when adaptive behaviors become disruptive – or even destructive and criminal – within
14 one’s daily life to self or others, does the need for cognitive-emotional rehabilitative therapy
15 become a serious consideration.

16

17 The nature of what constitutes a traumatic event or addictive behavior is highly

18 individualistic. Common to post traumatic and addictive behavior is a lack of a natural

19 responsiveness to an evolved emotional system designed to guide cognitive behavior towards

20 individual health and well-being. Any lack of joy and well-being within a healthy and

21 constructive lifestyle is an indication for the need of cognitive-emotional education and/or

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1 rehabilitation intervention. Society has a moral obligation to provide the necessary education
2 and training within its schools, hospitals, and prisons to establish individual awareness and
3 responsiveness to healthy cognitive-emotional behavior. Section 8.2: “Cognitive-Emotional
4 Rehabilitation and Strengthening Exercises” provides a descriptive list of possible
5 rehabilitative behaviors. Although these exercises are all relatively safe, they may be abused
6 without the basic understanding and knowledge of why and how they are designed to
7 reestablish a natural and healthy relationship between mind, body, emotions, and
8 consciousness.

9
10 Research studies (ref. 7-2) are revealing new realizations and understandings of a
11 neuroplastic brain designed to rewire itself. The neuroplastic brain makes it possible to
12 establish new, healthy, and constructive awareness and behavior associations. This has
13 awakened new and exciting possibilities for individuals and cultures now being destroyed by
14 traumatic and addictive behaviors. Everyone has within them an amazing capacity to
15 change, adapt, and to thrive within a wide variety of conditions and environments.

16 Psychology, psychiatry, and pharmacology must work together with health organizations,
17 institutions, and with the government itself to promote and provide the tools needed for
18 healthy, prosperous, and joyous behavior.

19

20 Individual awareness, education, and training of cognitive-emotional rehabilitation and
21 strengthening exercises not only act to rehabilitate, but because they also strengthen

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1 consciousness awareness of healthy cognitive-emotional behavior, these exercises can act as
2 a preventative measure against future trauma and destructive addictions. Trauma and
3 addiction can happen within the womb. So, when actually, should the education and training
4 for the prevention of – or for limiting the effects of – traumatic experiences and addictive
5 behaviors begin? How about now! Trauma happens. Destructive addictive behaviors need
6 not.

7

8 **7.3 Cognitive-Emotional Wisdom in Education**

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

19

20 Education must also be about training students to develop the wisdom necessary to function
21 with an emotional system that has been evolving hundreds of thousands – if not millions – of

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1 years. The physiological biochemical response to cognitive activities of our reptilian brain
2 are far different than the physiological and biochemical response from cognitive activities to
3 our mammalian brain. To ignore the intricacies of an emotional guidance system is to
4 disregard thousands of years of survival on the savannahs of Africa by our original human
5 ancestry. This emotional guidance system now needs to be prepared and cultivated and
6 nourished for successful operation within today's technological world. This modern
7 environment requires a new awakening and acceptance of an individual's abilities to guide
8 his or her own life.

9

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

17

18 Performing arts such as dance, theater, and music especially ask each participant to connect
19 with and to discover their emotional awareness. These disciplines require an exploration into
20 emotions. Instead of promoting a culture of emotional ignorance, they promote a culture of

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1 emotional understanding and appreciation. This emotional awareness is a vital factor in
2 comprehending the alliances between cognition, emotion, and physiology.

3
4 Basic lessons in the understanding of and the application of one's own emotional system are
5 vital. This means that our youth need education about how to develop joy in their lives.
6 Emotional wisdom is about taking healthful actions in joy rather than taking destructive
7 actions in anger. The capacity to perform the mental gymnastics necessary to pivot from
8 destructive to healthy mental and physical actions should be developed within early
9 childhood education to take full advantage of the brain's neuroplastic behavior to reinforce
10 these habits.

11
12 Students must receive the cognitive training and skills to climb up the emotional staircase
13 from the lower emotions of rage and anger, to the higher emotional levels of frustration and
14 irritation, and finally to the pleasurable feelings of positive emotions. The failure to develop
15 this cognitive-emotional wisdom, where emotional evolution is ignored, can be directly tied
16 to our society's violent behavior where movement up the emotional staircase is never
17 learned, developed, nor practiced. Like successful students in school, successful people in
18 life know how to use their emotions to guide their cognitive activities towards achieving their
19 goals and agendas.

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1 We as a society have failed to develop the necessary education and training of a unique and
2 wonderful emotional guidance system. Many home environments don't provide even the
3 basic emotional guidance understanding and training which creates a huge challenge to our
4 educational institutions. The consequences of such an ineffective emotional understanding
5 within any cognitive behavior training can be readily seen in our prisons, our hospitals and
6 the perpetuation of dependency on our welfare institutions. Violence and a failure to succeed
7 in life is the result of an individual's lack of understanding and appreciation of the cognitive-
8 emotional connection.

9

10 The emotional guidance system has evolved to constructively guide individuals so that
11 violence is a last resort response to the threat of immediate physical danger. The overhaul of
12 our criminal justice system must start with an overhaul of our educational system and
13 cultural values pertaining to understanding millions of years of emotional evolution and the
14 nurturing of cognitive-emotional wisdom.

15

16 **7.4 Criminal Justice Reform: The Unalienable Rights of Life, Liberty and the Pursuit**
17 **of Happiness**

18 The mental skills and agility that most people have developed from birth to navigate
19 successfully through the societal nuances and intricacies of 'what feels good is good' and
20 'what feels bad is bad' is largely absent in the tens of thousands of incarcerated people.

21 Here, as a result of reinforcement of negative thought patterns with a misunderstanding of

7.0 Cognitive-Emotional Wisdom

1 emotions as a feedback system, cognitive activity has never moved up the emotional
2 staircase into the pleasures of successful and compassionate living. Any successful,
3 sustained rehabilitation is also dependent on understanding the brain's neuroplastic nature by
4 our teachers, our parents, our schools, our religious figures, and by our politicians who are
5 blindly, or maybe purposely, setting up rules and laws with punishments that only further
6 degrade human intellectual and emotional wisdom and well-being. **The brain can be**
7 **rewired from an emotionally negative decision processing that accentuates destructive**
8 **behavior to an emotionally positive decision processing that accentuates rewarding,**
9 **useful and constructive behavior and results** (ref.7-1).

10

11 Why does society respond to unwanted behavior via punishment? Why is “spare the rod and
12 spoil the child” such an ingrained euphemism within our culture? Why is punishment for
13 “crimes against society” considered to be just and humane behavior? Our current criminal
14 ‘justice’ system only further desecrates our humanity and continues the cycle of self-
15 destruction. It is time to stop the individual's and society's downward spiral into hell.
16 Discussion and debate must move our concepts and resultant systemic practices and
17 institutions out of our more reflexive reptilian brain and into our more compassionate
18 mammalian brain where reality not only seems different, it is different. Different neural
19 networks are assembling a different world.

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1 Within this new world, punishment is not justice and human degradation is obscene. In this
2 new world, empowering an individual to create their own, unique and wonderful world of joy
3 is paramount. Here, society nurtures cognitive-emotional wisdom, the wisdom that finds a
4 thought that feels better within a process that developed over tens of thousands of years of
5 evolution and that is now etched in our DNA.

6 Where is the society and culture that promotes cognitive-emotional wisdom *education and*
7 *training* within our schools and prisons? Where is the society and culture that knows not of
8 punishment, but understands the wisdom and freedom of joy? Every person has an
9 emotional guidance system; its understanding and training must be part of our evolving
10 moral culture. But we have a justice system entrenched in ‘punishment’ to bring ‘justice.’
11 Our system should be about justice, to be sure. But where is the justice if there is no
12 understanding of, nor education and training to employ a very ancient emotional guidance
13 system? Where is our government that was designed to protect our unalienable rights? How
14 can our government perform its Constitutional mandate to promote the general welfare if it is
15 not promoting life, liberty and the pursuit of happiness? To achieve this aim, we must
16 promote the necessary understanding, purpose, and importance of an individual’s emotional
17 guidance system – a biological system absolutely necessary for life, liberty and the pursuit of
18 happiness.

19 Decision making and action from a negative emotional base has its evolutionary foundation
20 within the reality of actual and immediate physical danger. To act from fear and anger

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1 within an emotional storm is to act without the benefit of the mental clarity and purpose
2 found within an emotional calm. Reptilian life-and-death cognitive reflexes are for the
3 natural and artificial battlefields that have little to do with most behavior requirements within
4 our modern societies. A person's power of decision making comes *not* from the emotional
5 negative places of fear, anger, and despair, but from the emotional clarity found within
6 peace, joy and hope. There can be no criminal justice without also providing the
7 cognitive/emotional rehabilitation needed to succeed in society. And this means teaching a
8 prisoner the wisdom in 'the pursuit of happiness'! It is a 'crime of society' to believe that
9 punishment is justice for criminal behavior. The rule of punishment reinforces and
10 propagates an emotionally negative and destructive way of living. Is that to be society's
11 intent for our current criminal justice system? The lack of ethical decision-making skills
12 within the cognitive abilities of incarcerated adolescents does not mean these people cannot
13 be rehabilitated to practice new ideologies and behaviors later in life.

14

15 Who can predict the motivation, drive and desire of a person to return to the life of freedom
16 and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even
17 after years or even decades of imprisonment? Within a climate of doubt and disbelief of
18 reform possibilities there may still exist within many individuals a flame of hope and the
19 necessary drive to work and develop his or her cognitive-emotional wisdom and return to the
20 freedoms and harmonies of joyous well-being. There is a moral duty and a Constitutional
21 mandate for society to explore the possibilities and to give those imprisoned a chance to

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1 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to
2 explore, develop and learn about the mind-body-emotion-consciousness connection.
3 Likewise, there is a Constitutional and societal responsibility to understand cognitive-
4 emotional wisdom and the brain's neuroplastic ability to change and to develop new neural
5 networks that can redefine new perspectives, new alternatives, and new possibilities for
6 successful living by our incarcerated brothers and sisters. Where is our government that was
7 created to protect our inalienable rights of life, liberty and the pursuit of happiness? Where
8 are the protectors of our Constitution for the welfare of all of humanity?

9

10 7.5 Reframing Antisocial Personality Disorder

11 Because of the brain's neuroplastic nature to develop alternate networks, more advanced
12 mental constructs of wanting and desire can develop as a person matures. The combination
13 of internal physiological behaviors and the external physical exertion for survival also means
14 a more complex development between the biological body and emotions. Movement to
15 gather food or even to hunt on the African savannahs during humanity's beginnings meant
16 survival. Thus, a correlation between emotional pleasure and physical activity would be
17 evolutionarily advantageous.

18

19 Although the joy of the hunt and the pleasure of gathering may produce the food needed for
20 survival, during the heat of the day continual exertion risks heat exhaustion, dehydration and
21 death. Rather than being a mere pawn of pleasure and pain, the individual must make

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1 decisions whether to continue to hunt in such adverse conditions with survival of self and
2 family as one possible outcome and the death of the hunter and those dependent on the
3 hunter's survival as another. Or, maybe the hunter's lone survival becomes evolutionarily
4 advantageous.

5 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity that
6 permits cognitive reflection about the conditions for physical exertion and weighing of
7 conflicting factors of feeling good while getting food versus feeling bad because of the day's
8 heat. The success or failure of these reflections and choices might spawn different genetic
9 lines with different values and behaviors, such as one emphasizing the survival of the self
10 and another emphasizing the survival of the family. One genetic line may care about other
11 people; another genetic line may not. Therefore "antisocial personality disorder" would not
12 be an actual disorder, rather, it would be a natural part of an individual's evolution. Any
13 successful interaction with these individuals – whether individually or as a society – must
14 recognize and respond to their lack of any capacity for compassion, understanding, and
15 kindness except when it pertains to their own well-being and interest.

16

17

7.6 Military Personnel Decommissioning

18 The power of the brain's neuroplastic capacity to adapt to the demands of a new environment
19 by changing and developing new neural networks is also demonstrated by the successful
20 migration from civilian to military life. Unfortunately, this neural network change, which is
21 developed to succeed in military life, is not later reconfigured for civilian life. There must be

1 a structured ‘decommissioning’ period for military combatants that accounts for the neural
2 network changes that allowed for success within a militarily structured environment designed
3 for war. This wartime neural network must be reconfigured for a successful civilian life.
4 Military life starts with a very well developed ‘boot camp’ that prepares a civilian for the
5 new rigors and demands of a combatant. Where is the basic re-training that deprograms and
6 alters the neural networks that formed while in active military service and that are now
7 detrimental to civilian life? Where ‘commissioning’ personnel into military service has a
8 long and rich tradition to produce successful combatants, surely it makes sense that the
9 ‘decommissioning’ of military personnel with the new knowledge of the brain’s neuroplastic
10 adaptive behaviors must be explored. Success can be measured when we no longer hear of
11 homeless veterans or veterans who have given up hope and committed suicide. Military
12 personnel are offered the most advanced and best training in the world to succeed in the most
13 brutal of environments. They should also be trained to become the most advanced, best
14 trained and most capable to succeed within the harsh realities of civilian life.

15

16 **7.7 The Wisdom of a Champion: Let Joy Reign**

17 *The ‘Grateful Red’ (the UW student section) are stomping their feet in appreciation for the*
18 *skillful play of their basketball team. Team execution has reached a new level of excellence.*
19 *‘Every’ shot is dropping, even more bizarre and – amazingly – a teammate is in the right*
20 *spot for every loose ball, block, rebound or steal. There’s electricity in the air. It feels good!*
21 *It feels great! It is wild. For team member and fan alike, this didn’t just happen; it **began***

7.0 Cognitive-Emotional Wisdom

1 *with a feeling, a positive good **emotional** feeling that grew and then exploded...lighting the*
2 *nets on fire!*

3
4 Evolution advanced a correlation between feeling good and a well-balanced and vital body.
5 Emotional awareness of this, either consciously or unconsciously, meant survival. Those
6 who acted without this understanding did not survive. To act without joy means the body is
7 *not* in a prime physiological/biochemical state and simply does not have the harmony within
8 itself to excel and perform at peak abilities. To physically compete at a peak physiological
9 state, the emotional state cannot be negative, which means that consciousness must direct
10 cognitive activity towards joyous being.

11
12 The mind-body-emotional game of any contest is about having the discipline to use the mind
13 and all its cognitive abilities to find, to focus in on, and finally, to use the presence of good
14 feeling emotions that proclaim a synergistic harmony of mind and body and being in the
15 zone. “Do you feel ‘it’?” *It* being this mind-body-emotional zone of confidence,
16 momentum, and an undercurrent of *knowing* success.

17
18 An athlete cannot play his or her best having an emotionally negative state of mind. The
19 presence of negative emotions means that a well-balanced and vital body is *not*
20 physiologically present. Physiological biochemical disharmony, felt through emotional
21 dissonance, manifests directly from cognitive dissonance. Eye hand coordination will be off.

7.0 Cognitive-Emotional Wisdom

1 Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads
2 to injuries when the body is stressed and pushed to its limits during competition because the
3 mind and body are biologically not working together as a unified whole.
4 The mental game of ‘being in the zone,’ ‘creating momentum,’ ‘being connected’ and
5 ‘having confidence’ is about *emotions*, about *good feeling emotions*. There is no mental
6 game, there is no mental focus, there is no confidence, there is no success, unless the
7 emotions and feelings collaborate and acknowledge it. The mind, body, and emotions must
8 work together as a synergistic whole – as the proverbial team – to bring forth an athlete’s
9 best performance. This mind-body-emotional game is about cognitively bringing forth an
10 emotional belief of success, which also brings forth by evolutionary necessity, the correlative
11 physiological and biological foundation for success.

12

13 How much time in the off season has been spent in the gym to get the body physically ready
14 for a long season of competition? How much time has been spent training one’s cognitive
15 abilities to enter and sustain the emotional feeling of confidence and knowing of success and
16 its correlative physiological and biological harmony? An athlete can easily name ten key
17 conditioning and skill exercises he/she uses to develop the body. How many athletes can
18 name ten cognitive/emotional exercises he/she uses to enter and to sustain the synergistic
19 harmony of mind, body, and emotions necessary for success (see 8.2: *Exercises in Cognitive-*
20 *Emotional Rehabilitation*).

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1 Every moment throughout every day is an opportunity to train and to practice moving into a
2 better and better feeling place of success. Every negative emotion is an opportunity to create
3 a more powerful, emotionally positive mental attitude. Winning starts when each negative
4 emotion is used as motivation to find a thought that feels better. Each of these successes
5 helps develop the mental gymnastics required to respond to an evolved emotional guidance
6 system with intent and purpose. The emotional system is giving constant feedback on
7 whether ‘his/her head’ is getting into his/her game of success or into his/her game of failure.
8 The question is, “does an athlete have the discipline to listen and the skills and training
9 necessary to make the cognitive adjustments needed when the competition demands them?”

10

11 The mind-body-emotional play of a competition starts long before the actual game begins
12 and must continue throughout any competition. Championships are lost because emotional
13 guidance gets distracted from the final outcome and is sidetracked into the pregame publicity
14 of yesterday’s success. Winning feels good but a tournament isn’t over with the semi-finals.
15 A race isn’t won in the preliminaries. The competition isn’t over until it’s over. Now is the
16 time for real mind-body-emotional discipline; to use the mind and its cognitive abilities to
17 focus on, to recreate, and then to maintain an emotional background of previous successful
18 competitive endeavors.

19

20 *As I was walking through a grade school gym where I was substitute teaching, a very young*
21 *and small boy wanted me to watch him shoot a basket. Amazingly, with his limited ability, he*

7.0 Cognitive-Emotional Wisdom

1 *shouted with glee as his shot just hit the rim. He looked at me beaming with a smile,*
2 *obviously very proud of his success, and proclaimed, “it almost went in!” He had found the*
3 *emotion of success where most would have only discovered failure.*
4
5 The smallest of actions, a moment of brilliance, any second where “I feel it,” are all mind-
6 body-emotional states of previous successes. It is a time when ‘that felt good!’ The
7 *Exercises in Cognitive-Emotional Rehabilitation* of section 8.2 contains a list of exercises to
8 recreate these mind-body-emotional states as fortification from any barrage of doubts, fears,
9 uncertainties, and questions presented by an upcoming event. Recreate these mind-body-
10 emotional states as a defense from the lure and illusion of a victory that doesn’t yet exist.
11 Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches
12 any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-
13 emotional states as an offense to the opponent’s barrage of jabs, hits and punches to assert
14 ‘their’ dominance. Cognitive/emotional training starts in the off-season at home and
15 continues each day and through each practice and right into the locker room and onto the
16 court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-
17 body-emotional synergy of success. Too many half-time talks by the coaching staff
18 disconnect rather than reinforce each individual’s and the team’s connection to strength,
19 agility, coordination and power.

7.0 Cognitive-Emotional Wisdom

1 *“If there are any doubters who don’t believe that we are going out and taking over the*
2 *second half and winning this game, you can stay right here. We don’t want you. We don’t*
3 *need you.” UW football player halftime speech to the team (paraphrased).*

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

15

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

1 is, how much time and energy has been devoted throughout an athlete's career to
2 understanding and appreciating the cognitive/emotional game necessary for success?

3

4 Any break in the action provides a moment to utilize the months and years of
5 cognitive/emotional training and exercises and to stop and step up the emotional staircase.

6 That is, if in despair to move up into anger; if in anger, to move up into frustration; if in
7 frustration, to move up into hope; if in hope, to move up into the joy of believing; if in the
8 joy of believing, to move up into the excitement of knowing... of success! "A time out is an
9 opportunity to get *your* mind, your body, and *your* heart into the moment of *your* event. If
10 you learn how to take the time to own each competitive event and to make those moments in
11 time joyously yours, then any event throughout life can bring joy and must become *yours*."

12

13 **7.8 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.

7.0 Cognitive-Emotional Wisdom

1 Genetically, humans are wired to feel good emotionally. 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 in 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. On the other hand, society’s
16 acceptance of such action often impacts a person’s attention to their own emotional
17 guidance: what if a person’s behavior aligns with emotional guidance but this behavior is
18 contrary to accepted societal norms? And conversely, what if a person’s behavior aligns
19 with emotional guidance but this behavior *should be* contrary to accepted societal norms?

7.0 Cognitive-Emotional Wisdom

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

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8.0 Cognitive-Emotional Therapy

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For those who 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 an impoverished attitude about life. But attitudes can change. The neuroplastic brain can grow new circuits of understanding and awareness and provide you with new understandings, awarenesses and abilities to meet the challenges of life – if you put in the effort. When I came to the point in my life that I understood "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 'superhero.'

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-

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1 emotional therapy is about developing the cognitive skills and habits necessary to harness the
2 emotional guidance system for the purpose 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 don't fixate on what's wrong. They have the unique ability to use what
14 is wrong and not wanted to generate solutions. Solutions become more apparent after
15 silently exhaling and quieting the knowing and fixation upon that which is *wrong*. "Be still
16 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 feel better emotionally. 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

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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 into feeling less pain. Eventually though, over time, with the 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 is dwelling upon
9 mentally. Questions such as “tell me, what is going on,” “what is happening” or “what’s up”
10 coupled with follow up questions such as, “how do you feel about that” or “how does that
11 make you feel” are appropriate questions to ascertain the current emotional-thought
12 correlations. The reason for asking these questions is to help a person begin to understand
13 and 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. The question “what do you want” develops focus. An answer
19 demands a “fearless sifting and winnowing” (ref. 8-1) of thoughts, experiences and desires,
20 and a focus on that which is wanted and its associated positive feelings.

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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 (ref. 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 Cognitive-Emotional Rehabilitation and Strengthening Exercises**

14 **(Your Superhero Toolkit)**

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

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1 *the differences in basic and complex emotions, it is far more important to develop an*
 2 *awareness of what is working and what is not working for you to feel better.*

3

4

8.2.1 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 or refocusing on that which is
 12 wanted.’ Continual discussion around these emotionally positive subjects lays the
 13 foundational touch stones for moving up the emotional staircase where more joyous and
 14 healthy activity resides. At first these touchstones may be just less painful. Yet, with
 15 continual work, movement up the emotional staircase will eventually bring emotionally
 16 positive results.

17

18 Individuals can’t focus on what they don’t want and simultaneously have positive emotions.
 19 We may use positive words, but if the emotion behind our words is still negative, nothing
 20 changes. When words and phrases are positive but the emotional state behind such words
 21 remains negative, mental activity is still negative and unhealthy. The emotions connected

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1 with the mental activities are the guiding factor or, more precisely, the physiological
2 biochemical alterations produced by cognitive activity that consciousness perceives as
3 emotions are the guide. Focus and awareness need to be on the emotional state. When it
4 changes from negative to positive, positive-sounding words become honest and in harmony.
5 The conversation revolving around a subject now leads towards health and well-being. The
6 challenge is to continue to modify the attributes of the conversation in this healthier direction
7 and to bring forth more and more positive emotions.

8

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

16

17 8.2.2 Reframing and Appreciating

18 To appreciate a person or persons means to find something of “value” within them to focus
19 on, which stimulates positive emotional responses. To appreciate a situation means to find
20 something of value within the situation to focus on. Appreciation means to make the effort to
21 dwell on some emotionally positive aspect of a person, place, or event that brings about good

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1 emotional feelings. “This rain means we can’t go for our walk, but we *can* catch up on our
2 reading.” The subject matter doesn’t change. It hasn’t stopped raining, but the rain’s positive
3 attribute is brought forward and the emotional state improves. Or as the saying goes, make
4 lemonade out of lemons. The issue is found in the lack of understanding within these
5 common phrases: ‘it is good’/ ‘it is bad’ or ‘it makes me happy’/ ‘it makes me sad’. All
6 these common phrasings misplace the responsibility ‘I’ have in creating ‘my own’ emotional
7 state of being.

8

9 One type of reframing is to step back from the emotionally negative subject of a discussion
10 and to take a more general view. Instead of looking at the overwhelming task presented by
11 the thought that ‘my whole house is a mess,’ reframe the massive task of cleaning the whole
12 house into a practical task of cleaning one room or one corner, or even to start with a drawer.

13 A rose is a very beautiful flower but if you only see the thorns it is an entirely different plant.
14

15 Listing the emotionally positive attributes of persons or events requires the work and effort
16 needed to use emotions to guide one’s focus from emotionally negative aspects to
17 emotionally positive aspects. But once these emotionally positive attributes are identified and
18 they become first in a series of thoughts, the actions and events which follow will become
19 healthier. Remember, the primary goal in these exercises is to bring about emotionally
20 positive cognitive activity which correlates with a healthy lifestyle. Appreciating nature is a

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1 wonderful method for extricating oneself from the harsh ‘realities’ of a negative world and
2 into another, no-less-real ‘reality’ of the beauty and marvel that also exist in our world.

3

4 8.2.3 Touchstones

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

15

16 8.2.4 Acts of Kindness

17 A healthy lifestyle means to live – and to act from – an emotionally positive place. An
18 emotionally positive action develops a pathway to a healthier lifestyle. One method to bring
19 up the emotions of a positive lifestyle is to perform acts of kindness. This extends the mental
20 exercise of appreciation outward and into the world. It begins the unveiling of a new life of
21 well-being. A kind act may be as simple as petting a dog or a cat, smiling at a waiter or

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1 waitress, cleaning a room, or washing a car. The good feelings of a kind act toward others
2 make the reality of an emotionally positive world more real. It stands as a great contrast to
3 the emotionally negative world that a person is trying to leave behind.

8.2.5 Distractions

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

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

19 Going to a bar for a few drinks with friends may seem be a very effective means of
20 distraction, but much too often this distraction, just like drugs and medications, may be seen
21 as the final solution, and the subject of angst is never re-approached and resolved.

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1 8.2.6 Meditation

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

11

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

17

18 8.2.7 Sports

19 Within the educational curriculum, organized sports provide great opportunities to promote
20 lifelong mental health and well-being in addition to the obvious benefit to the body. For

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1 most student athletes, performing well is their top priority and focus. Enhanced physiology
2 for peak performance is a function of feeling good which correlates with a cognitive knowing
3 of strength, vigor, and adeptness and an actuality of strength, vigor, and adeptness. Feeling
4 good means adherence to a strict protocol of utilizing the emotional guidance system to
5 evaluate one's own mental activities. Although over excitement may bring forth good
6 feelings, it is indicative of a new biochemical physiology that has yet to be integrated into a
7 harmonious synergy of mind, body, and emotions needed for competition. Negative attitudes
8 and nervousness hinder an athlete's performance potential. Negative emotions indicate an
9 altered neural circuitry and a diminished biochemical balance from that found within the
10 natural performance-enhancing attitude of feeling good and the presence of strength,
11 coordination, and empowerment. Record-setting performances come from a physiology
12 found within emotionally positive states of being. An athlete's whole life will benefit from
13 the cognitive skills and training developed to utilize the emotional system for physical
14 performance enhancement during athletic competition.

15

16

8.2.8 Music and the Arts

17 Training in music and the arts is significant in that these disciplines reach into the emotional
18 system and give emotional perceptions an outward expression. The processes of reaching in
19 and identifying emotional states is a significant step toward working the cognitive/emotional
20 symbiotic relationship. Music can provide an opportunity to bypass confused and

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1 convoluted cognitive activities and make available a direct link into the inner harmonies of
2 well-being. Music and the arts can distract the mind into a better emotional place. In some
3 cases, they can also promote agitation, anxiety, nervousness and apprehension. But most
4 importantly, music and the arts can activate and promote pathways towards a sense of peace
5 and connection into a more harmonious, healthy, and useful consciousness.

6

7 8.2.9. Creative Writing and Writing Memoirs

8 Creative writing and especially writing of one's own memories can be very therapeutic by
9 reconstituting past traumatic events into new healthy and prosperous cognitive-emotional
10 behaviors with resulting new and constructive physical behaviors. Writers would benefit
11 from an instructor with strong psychological and therapeutic skills to safeguard from
12 personal wallowing and accentuating old and traumatic events rather than using these events
13 as stepping stones – or spring boards – into emotionally positive desires, visions, and dreams.
14 Writing and bringing old traumas to the light for others to read should be just that, bringing
15 trauma into the light where these events are exposed for personal purposes of self-
16 transformation into a new, exciting and healthier life style where the mind, body, emotions,
17 and consciousness harmoniously work together to bring a new peace, happiness, and joy.

18

19 8.2.10. Stop Going There

20 Maybe a subject is so vast and unyielding that the only solution is just to 'not go there.'
21 There is no solution, view point or aspect that elicits positive emotions. Avoidance may not

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1 be ‘how I was brought up’ or ‘politically correct’ but it may be important for a person’s
 2 health and well-being. “That is not your problem” may be the best advice a therapist can give
 3 for developing a patient’s health. There is an important lesson here in valuing personal health
 4 and well-being and the role of the personal emotional guidance system over the values
 5 imposed by society and others. For example, fixating on world hunger can become
 6 overwhelming. If a person isn’t able to view or evaluate such a subject and emotionally feel
 7 good about the ‘good’ they can do, perhaps it is a subject for that person to put aside.

8

9

8.2.11 Having Compassion for Self

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

14

15

8.2.12 Using Religious Ideals

16

“to Walk within God is to Walk within Joy”

17 There are many aspects of the world’s religions that pertain to easing the mind of its burdens.
 18 There are the Sufi dances of peace; there are the Hindu practices of yoga which means union
 19 with God; and there are the Buddhist meditations for enlightenment to reach Nirvana and the
 20 cessation of suffering; and the songs of Jewish cantors or Christian chants have a similar
 21 effect. Religious practices can be explored with patients who are so inclined. Personal

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1 emotional awareness and wisdom are important because within religion are also ideas and
2 beliefs that, rather than bringing about an experience of salvation and peace, simply invite
3 “hell on earth.” Emotional guidance is about controlling one’s own activities, not about
4 controlling others.

5

6 “Let go and let God” or “trust in Allah” are just a couple examples of how religious beliefs
7 can be used to bring about emotionally-positive cognitive activities. The subject of
8 forgiveness may be about someone and their transgressions but, most importantly,
9 forgiveness is by and large for the injured. Forgiving someone is an act of letting go of a past
10 experience so that a new life may begin. Forgiveness is a way for a person to move on with
11 life so that he or she may be “reborn” into a better existence. Other words of comfort may
12 include:

13

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

16

17 2) “May God console you among the other mourners of Zion and Jerusalem
18 (*Ha'makom yenehem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim*).”
19 (myjewishlearning.com)

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- 1 3) “Sadness is the heart telling you to find Allah. Depression is not listening to your
2 heart. Comfort is remembering Allah is always there.” Yahya Adel Ibrahim
3 (islamicquotesdb.com)
- 4
- 5 4) “The LORD is my shepherd, I shall not want...” Psalm 23 (King James Bible)
- 6
- 7 5) “Wherever you go, go with all your heart.” Confucius (goodreads.com)
- 8
- 9 6) “Happiness radiates like the fragrance from a flower and draws all good things
10 towards you.” Maharishi Mahesh Yogi (brainyquotes.com)
- 11
- 12 7) “There is no path to happiness: happiness is the path.” Gautama Buddha
13 (quoteideas.com)
- 14
- 15 8) “Before becoming a Sikh, a Muslim, a Hindu or a Christian, let’s become a human
16 first.” Sri Guru Nanak Dev Ji. (<https://beartales.me>)
- 17

8.3 Cognitive-Emotional Wisdom in Therapy

19 Emotions have value. They are important. But to have value and to be important emotions
20 must be used as they have evolved. The presence of negative emotions did not evolve to add
21 fuel to the fire and escalate emotionally negative situations accelerating the emotional

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1 downward spiral. Like a runaway train down a mountain, there is not going to be a good
2 outcome. The question is, can a person become the observer-self? Can the person separate
3 him or herself from the pathos of the moment....and STOP (ref.8-4, 8-5)? Can the therapist
4 help a person become empowered to stop, and act upon a negatively-charged situation in a
5 more emotionally positive direction? The quicker one realizes that they are on a run-away
6 train, spiraling out of control, the easier it becomes to stop the downward and emotionally-
7 negative train of thoughts and actions and to start back up the emotional staircase.

8

9 Much of a person's negative emotion comes from dwelling on the undesirable actions of
10 others. Try telling someone who is angry at someone to look at what thing want in order to
11 feel better and that angry person may reply, "I will feel better when I punch him in the face."
12 Or, "when my brother stops doing that, then I will feel better." That is, when the proverbial
13 "they" stop doing "whatever," then "I" will feel better. To depend on someone else's
14 behavior changing in order to feel better is a trap. It requires that every person in the world
15 who doesn't do as you like must change. Is that really a reasonable expectation? The need
16 for action can and should be satisfied, but action from a positive emotional place is far
17 different and more effective than action taken in anger.

18

19 Cognitive-emotional wisdom isn't only about moving up the emotional staircase when
20 circumstances and events are conducive to upward movement, it's also about having the
21 discipline and fortitude to resolve the internal struggles and to create the mental and

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1 emotional harmony necessary for action when circumstances and events are not conducive to
2 upward movement. Too many people have the unfortunate life circumstance in which the
3 motivation for stopping the emotional-downward spiral into self-destruction only develops
4 from having already personally followed this path into a barren, despondent wasteland. It is
5 the fortunate few who work and regain their evolutionary roots and relearn how to act from
6 an emotionally positive platform.

7

8 A person may have to focus only on a very narrow and constrained view of the world in
9 order to access and use his or her emotional guidance. A person's world view may be limited
10 to a back yard or to the shadows on the bottom of a pool of water. But as healing occurs,
11 broadening the understanding of how to use emotional guidance in an increasingly vast and
12 complicated world becomes possible and necessary. Developing the cognitive-emotional
13 ability to function in society is one measure of health. A greater measure of health and sanity
14 is to actually enjoy the opportunities society offers. Tens of thousands of years of human
15 evolution have developed within our species the capacity to use our emotions to guide our
16 cognitive behaviors towards a life of health and well-being.

17

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9.0 Emotional Guidance - The Dark Side

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

Emotions have evolved over millions of years into a discernible identity for all living species not only to survive, but to thrive within this planetary existence called Earth. A parallel process, cognition, likewise, has been evolving into a discernible identity. But, the symbiotic relationship between cognition and emotion, which had become so successful within the multitude of species over Earth's history, somehow has become 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, (9-1) "A strong feeling deriving from one's circumstances, mood, or relationships with others" does begin to catch this cognitive/emotional relationship. But their following sentence examples seem to reaffirm emotion's independent 'stand-alone' status:

- *'She was attempting to control her emotions'*
- *'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 so 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. 9-2).

19

20 All the previous sections of this book have been an argument and explanation of a different
21 cognitive construct of emotions: “*emotions are consciousness’s perceptions of the body’s*

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1 *physiological biochemistry precipitated by cognitive activities.*” Thus, the construct that
2 emotions produce various physiological, behavioral, and cognitive changes is a red herring
3 for our psychological, psychiatric and pharmaceutical detectives. And most importantly,
4 their patients and the mental health profession suffer greatly with the perpetuation of this
5 grand illusion as ascribed to by most of humanity.

6

7

9.2 The Emotional Guidance of What Feels Good Is Good

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

1 The skill and gymnastics to manipulate these cognitive intricacies into joyous health, well-
2 being, power, and freedom for self and others is called emotional wisdom.

3

4 **9.3 Emotional Guidance Gone Wrong**

5 Often nature’s wonderful cognition, physiological biochemistry, emotions and consciousness
6 correlation relationships have gone astray. Humans have 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 can go wrong is discussed in the following
9 paragraphs.

10

11 9.3.1 Aberrant and Destructive Emotions

12 The “modern” psychological cognitive construct of emotions believes in aberrant and
13 destructive emotions. The premise of cognitive behavior therapy declares that emotions
14 “produce” physiological biochemical changes rather than that they are the perception of
15 physiological biochemical changes. According to this view, emotions are bestowed with a
16 causal property such that they are falsely understood as aberrant and destructive – or the
17 opposite – normal and constructive, and thus their evolved power of guidance is obfuscated.
18 Thus, instead of emotions being used to guide cognitive activities, they are treated as a
19 dangerous disorder that must be managed and controlled. This illusionary construct is
20 ignorant of (1) the dependent nature of emotions on the cognitive processes of knowing,
21 namely, perceiving, recognizing, conceiving, and reasoning (ref. 9-3) and (2) the influence of

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1 this cognitive activity on the physiological biochemistry of the body/mind, which (3)
2 activates the emotional neural networks of perception.

3

4 9.3.2 Management of Emotional Disorders versus Management of Cognitive Disorders

5 The whole content of this book is to empower individuals to use the evolutionary nature of
6 their emotional guidance. Ignorance of this evolutionary attribute of emotions has led to
7 erroneous cognitive constructs of emotional disorders and hysteria that overpower reason,
8 which has resulted in a pharmaceutical approach to manage and control emotions. More
9 insidious is the cognitive construct of cognitive management of emotions by which emotions
10 are deemed to be empowered with a force and influence they do not have.

11

12 Yes, emotions change with the change of cognitive behavior in both cognitive behavior
13 therapy and emotional guidance training, but the difference lies within the intent of these
14 disparate theories. Within cognitive behavior therapy, emotions are in disorder and in need
15 of management and if emotions cannot be personally managed, then pharmaceutical
16 management of *emotions* is warranted. But, to artificially sedate and manipulate emotions is
17 to falsify and distort consciousness' perception and awareness of the body's physiological
18 biochemistry and thus, to falsify and distort the very awareness of the cognitive behavior or
19 activities that this therapy purports to utilize for healing. This can generate a vast disconnect
20 between emotions, cognition, and resulting behavior. This truly is creating insanity.

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

9

10 Of course, emotions can be sedated and artificially manipulated with chemicals or electronic
11 implants. However, consider the analogy to using chemical pain management when setting
12 broken bones after extreme physical abuse. Pain is a necessary consequence of physiological
13 harm and abuse. Not knowing if one's leg is broken would have dire consequences.
14 Artificial pain management may be necessary during healing, but with these
15 pharmaceuticals, there is also a keen awareness of further physical abuse and damage
16 because of the lack of honest and accurate pain feedback. Similarly, any artificial emotional
17 management must be temporary and also come with the keen awareness of continual and
18 unrealized cognitive self-abusive behavior because of the lack of honest and accurate
19 emotional feedback.

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9.3.3. Medication Addiction: *Inertia – a body at rest...*

1
2 How easy is it to come up with an excuse to not to go to the gym for some needed exercise?
3 Exercise is wonderful for the body. Likewise, emotional guidance may be encouraging a
4 change in cognitive behavior, but how easy is it to take a drink and numb the senses instead
5 of exercising a change in cognitive activity? Actually, contrary to the interest of the
6 pharmaceutical industry, millions of people successfully self-medicate this way and manage
7 to navigate the potential pitfalls of addiction. But finding a successful prescription which
8 acts only as a temporary cognitive/emotional band aid is not in the fiscal interest of the
9 current pharmaceutical industry.

10
11 How easy is it to avoid the effort needed to question one’s own thoughts and values and to
12 rework a lifetime of so-called ‘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 responsible
14 and take care of yourself and learn to manage your illness. Your responsibility is to now take
15 these medications for *your own benefit*, maybe/probably/definitely for the rest of your life.”
16 Your doctor doesn’t question his/her years of education, training and the millions of dollars
17 spent on researching and reinforcing the paradigms of affective disorders, diseases, and
18 illnesses. Who are you to question the seduction of pill therapy, which is only further
19 reinforced when these drugs camouflage any emotional dissonance that existed as signals
20 that you need to alter your own cognitive behavior? And to further dilute your powers of
21 emotional guidance, the pain and agony of chemical withdrawal because of biological

1 addiction and the ensuing suffering from not taking certain medications and drugs can be the
2 final blow to the freedom and empowerment emotional guidance would otherwise promise.

3

4 9.3.4 Self-Indulgence

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

7

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

16

17 Merriam-Webster defines self-indulgence as: excessive or unrestrained gratification of one's
18 own appetites, desires, or whims. This definition promotes the view that a self-indulgent
19 person dives in and explains, expounds, and continues the emotional roller coaster ride by
20 allowing their emotions to drive cognitive behavior. On the contrary, it is cognitive
21 behavior which further drives and embellishes its own cognitive vortex, thus accentuating an

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1 emotional feedback reverberation loop. An emotional roller coaster may be fun at a concert,
2 play, or show when it is enhancing emotional joy, but if the same uncontrolled self-
3 indulgence activates hatred, envy, anger, depression or some other emotionally negative
4 pattern of thought, it can be a disastrous ride through hell, very possibly resulting in a tragic
5 ending of death/suicide.

6

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

12

13

9.3.5 Camouflage, Deception and Trickery

14 The power of millions of years of evolution is within your emotional guidance system. Yet
15 this power is a challenge to others who need your servitude for their own edifice. Culture,
16 society, religion, government, education, psychology and your parents are major influences:
17 within their weaknesses they impart weakness; within their strength is the possibility to
18 educate, teach, and train emotional empowerment.

19

20 Camouflage, deception, trickery, entrapment, and many, many other cunning devices have
21 evolved throughout the natural world and so to find these within humanity should be no

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1 surprise. Who has not been given a very believable sales pitch from an apparently honest
2 and respectable person, only to be *had*? Sales and marketing have become a very powerful
3 force of human nature. Affective realism is the concept that the emotions that I feel when
4 observing an event, person, or object are also believed to be an inherent and intrinsic truth or
5 property of that event, person, or object. Sales and marketing have become masters at
6 creating the illusion of feels right for their own selfish interest and gain even to the detriment
7 of their customer. This deception of personal emotional guidance must be acknowledged,
8 understood, and be part of emotional guidance training and development within our
9 educational institutions.

10

11 9.3.6. Affective Realism Gone Really Wrong

12 *A father hires a nanny for his daughter and the nanny turns out to be a sexual predator. The*
13 *daughter keeps silent and her abuse goes on for years. The father, a very successful*
14 *businessman and powerful lobbyist, rather than accepting responsibility for his inadequacy*
15 *as a father and employer becomes a self-righteous crusader for “justice.” Regardless of*
16 *how innocent or abusive the encounter, he initiates a lifelong crusade damning tens of*
17 *thousands of people whose sexual encounters don’t meet his standard of propriety to a*
18 *lifetime of punishment, pain, and suffering. He continues with no acceptance of the fact that*
19 *all people, including sex offenders, have the neuroplastic capacity within their brains to*
20 *change, reinterpret reality, and to recreate a beneficial new reality and quality of life for*

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1 *themselves and for all those around them.* (ref. documentary film *Untouchable*: David Feige,
2 director.)

3

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

8

9 Feeling good is necessary for biological health, vigor and well-being. But there is a
10 difference in feeling better as in feeling *less bad* and feeling better as in feeling *more good*.

11 Notice the cognitive construct of the blame game vs. the guilt complex. Blame feels better
12 than guilt. It feels better to blame than to be guilty but they both feel bad. It feels better to

13 blame than to admit inadequacy. It feels better to find fault within others rather than to admit
14 one's own personal inadequacy. It is easier to condemn and punish than to forgive and heal.

15 One does not condemn a person who is physically broken and bleeding to a prison cell to
16 suffer and die, yet a mind that has been abused and broken being condemned to further

17 torture and abuse is considered *just*. This whole scenario is nauseating. The real crime is in
18 society's ignorance of not only emotional guidance training, but an understanding of the real

19 pitfalls from lack of such training and development of emotional wisdom.

1 9.3.7 Cognitive and Emotional Entanglement

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

5

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

10

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

19

20 Acceptance of the absurd and ridiculous may seem impossible but the brain, with its
21 extraordinary neuroplastic adaptive abilities, makes the many socio-diverse populations

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1 possible. Inanities to one population are acceptable and unquestionable truths to another.
 2 Closed, untarnished and free from contamination by outside realities, segregated populations
 3 are free to evolve their own myths, constructs and truths....as in the conclusion that “I
 4 *deserve death, simply for existing....*” rationalized below:

5

6 *“The church also taught me the story of Jesus, the son of God, whom God sent to earth as a*
 7 *defenseless human infant. Jesus spent 33 completely sinless years on this planet, only to be*
 8 *brutally murdered as a sacrifice for me, because of me. I was born with my sinful nature and*
 9 *no matter how good I try to be, how many prayers I pray or Bible study gatherings I attend, I*
 10 *am ultimately a sinner — and the wages of sin is death. According to the church, I deserve*
 11 *death, simply for existing. But the church also claims there’s good news! Even though I*
 12 *deserve death, Jesus’ bloody crucifixion and subsequent bodily resurrection saves me from a*
 13 *fiery eternal hell — all because I believe this supernatural story and earnestly accept the gift*
 14 *of his grace. And because of this sacrifice, I owe him a lifetime of gratitude, worship and a*
 15 *commitment to follow his commandments (even though, because of my human flesh, I will*
 16 *always ultimately fail him) (ref. 9-4).”*

17

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

20 a. Does her belief that she and others are “always an ultimate failure” contribute to a life
 21 of emotional trauma?

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- 1 b. Does her belief that she deserves death turn into a belief that she and others deserve
2 to be executed for lack of obedience to *His* laws?
- 3 c. Should others die because they don't express the appropriate faith as was decided
4 during the Spanish Inquisition, the Salem Witch Hunts, the Jewish Holocaust, or the
5 extermination and genocide of the Indigenous populations of the two continents of
6 the Americas?
- 7 d. Does all this belief and faith in death and deserving of death translate into a breaking
8 point where somebody goes 'crazy' and burns up a church or shoots up a Synagogue?
- 9 e. Or how about "just" punishment within the judicial system of the USA including
10 capital punishment, that ignores neuroplastic changes within the brain which offer
11 opportunities in rehabilitation and recidivism reduction.

12 Hopefully, the woman quoted above has successfully navigated through the dark side of
13 emotional realism and has retained her humanness within emotional guidance and is living a
14 healthy, wealthy, and joyous life.

15

16 9.3.8 Core Beliefs: The Good, the Bad, and the Ugly (ref. 9-5)

17 The definition of a core belief can be very complex under the epistemological view called
18 foundationalism, or a core belief can have a simple, useful definition of – commonly
19 accepted thoughts and ideas held without question. I have done my best to outline how a
20 commonly accepted understanding and definition, that is the core belief, of emotions has
21 outlived its usefulness. Any discussion of emotions can and should be thought of in their

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1 simplistic sense rather than within some complex theoretical view, reserved only for a very
2 highly educated few. Simply, there exists something commonly called emotions that we feel
3 and it feels good or it feels bad. The great question is not really “how do you feel?” but
4 “how do you want to feel?”

5 The flexibility of the mind, body, emotion, and consciousness relationship is confoundedly
6 amazing to realize, as exemplified by the thousands if not millions of different societies
7 around the planet over the thousands of years of human existence, each with their own
8 unique beliefs, understandings, interpretations, and explanation of life’s realities. The core
9 beliefs within a culture that are passed down through the generations can be very useful. The
10 concept of reincarnation has allowed billions of individuals to find comfort within their
11 difficult existence. But this same understanding of cause and effect surrounding life’s good
12 and bad fortune can allow for the ignorance of possible, and very real, action available to
13 individuals within their culture for their own upliftment and for the upliftment of their fellow
14 humans.

15

16 Within another culture exists a core belief of just punishment for breaking the law. Within
17 this discussion is a very real and complex debate of what is law and what are the grounds for
18 its existence and what is just punishment and the grounds for its existence. These core
19 beliefs are useful and have demonstrated great success in many cultures but the acceptance of
20 such beliefs have curtailed the debate of how the core belief of forgiveness can be the

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1 mainstay of a successful culture. A developing new core belief and understanding of
2 neuroplasticity – the concept that the brain can rewire itself to accommodate new beliefs and
3 realities – leads to a frontier of law and justice without punishment.

4 Justification for the domination of one people over the other, for the enslavement of a people,
5 or even for the extermination of a people has somehow always found a foothold somewhere
6 within the human psyche. Even today, war wages, individuals are tortured, and children are
7 ripped away from their families in the most *advanced* civilization ever to exist. This same
8 culture justifies the deaths of the 45,000 people who die annually because of lack of health
9 care (ref. 9- 6) so the richest people in the nation can have even more wealth. As a world, the
10 people in power justify more wealth in exchange for the deaths of 10 million children who
11 die yearly from lack of health care (ref. 9-7).

12

13 Because the brain has the capacity to rewire itself and adapt to accommodate the billions of
14 individual families within the thousands of cultures around the world, a person can learn –
15 and many have learned within a proper environment – to be empowered for joyous success
16 without disempowering another’s capacity for joyous success.

17

18 *Until the illusion of emotions is understood, power will always be manipulated by those who*
19 *deem their own joy and success is dependent on taking from others or from the*
20 *disempowerment of others.*

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1 **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

2 The “reptilian” mind is a metaphor for a very fast and reflexive cognitive neural network
3 processor (brain/mind). Reptiles have been a very successful animal species on Earth,
4 dominating the landscape for hundreds of millions of years, whereas modern human
5 existence can only be thought of in tens of thousands of years and our domination of the
6 planet in terms of a few thousand years (ref. 9-8).

7
8 Reptilian ethics is about an intuitive knowing with a lack of complex thought and rationale.
9 It is reflexive and quick and where the fastest and strongest wins with a might *is* right ethical
10 attitude. This is perfectly understandable in sports competition. And in the hierarchal
11 structure within business and industry, quick decision making promotes inventiveness,
12 creativity and growth. The next better idea can quickly displace an older, less
13 profitable/functional better idea.

14
15 Mammalian ethics is a metaphor for a complex, and sophisticated cognitive mind/brain
16 processor. Mammalian ethics is about thought and reason, a might *for* right attitude. It is not
17 because I have the power it is right but what is right? If I have the power of deception, what
18 is the right use of deception? If I have the power to decide, what is the right decision? Life
19 is not so simple: there is a vast array of ideas and meanings to life in which ‘what feels good
20 is good’ is a complicated ideal that needs deliberation and thought.

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1 Again, with the lack of understanding, education, and training about emotional guidance
2 principles, people can be subjugated and manipulated to support action against their own
3 self-interest. It took WWII with the cost of 70-85 million lives to bring Germany out of its
4 hypnotic stupor (ref. 9-9). Ideally, our government officials work for the benefit of all, not
5 just for the favored few. Governments working to empower its citizenry to be healthy,
6 wealthy, independent and strong feels right. Businesses' developing, manufacturing, and
7 producing products to empower its customers to be healthy, wealthy, independent and strong
8 feels right. Henry Ford paid high wages so his laborers could buy his cars and all of society
9 benefited and became wealthier. The health, wealth, independence and strength of a society
10 is dependent on these same attributes existing within all the people living within the society:
11 the proverbial 'high tide lifts all boats.'

12

13 Ideally, reptilian and mammalian brains work in concert within the varying environmental
14 demands. The great problem in our time is the reptilian control of mammalian powers.
15 Control and deceit have become more and more sophisticated. A political discourse of lies,
16 misinformation and deceit can be impossible to sort out. And the more lies there are, the less
17 comprehensible is this discourse, which leads to reptilian politics based on an emotional
18 effect of conflict and fear which weakens all of society. A mammalian inclusive, multi-
19 agenda politics is based in a joyous and hopeful emotional effect, which strengthens and
20 empowers all of society. For the good, the health, and the well-being of a society, it is now

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

3

4

9.5 Out of Darkness: 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 conflicts with statutory rules,
9 class rules, house rules, and 'my' rules and customs are inevitable. But maybe here, what
10 feels good is good has not gone wrong.

11

12 Compassion for one's own family members may just seem natural, but stewardship of other
13 people and beings of the planet can and should become just as natural. What need are the
14 deaths of great whales, magnificent sharks, or ancient turtles satisfying? A rare life on this
15 planet should be respected, glorified, and honored, not destroyed and harvested for its
16 resources. Individual wealth and power may not necessitate a greater stewardship of others
17 who occupy this planet, but wealth and power should not lessen one's respect for the other
18 beings who occupy this planet. Modern science and technology's greatest gift to humanity is
19 the capacity to respect the life of this planet. Might does not make right, but it does make for
20 the capacity to contemplate what is right.

21

9.0 Emotional Guidance – The Dark Side

1 The greatness of the human life experience emerges from the flames of individual desire
2 arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotional
3 guidance aligns our journey with these new intentions. Each succeeding generation will have
4 its own mountains to climb and waters to cross with their own stars to navigate towards.
5 Intent is that guiding star; and it is our emotions that perceive its light. The more joyous the
6 feeling, the more harmonious and powerful the wonders revealed through life's journey.

7

8

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10.0 Conclusion

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

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

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

10.0 Conclusion

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.

5

6 There is an array of neural networks associated with positive emotions, physiology and
7 actions, a second associated with negative emotions, physiology and actions, and a third that
8 inhibits and freezes action. The inhibitory neural network provides the circuitry to stop and
9 to **not act**. Activation of this neural network is the backbone of humanity's genius and
10 ability to stop and take a moment to reflect, reevaluate, and alter their destiny. From a
11 mental locus of great pain and anguish there exist steps to lesser pain, from which exist steps
12 to no pain. Eventually these clear and iterative improvement steps will lead to new places
13 and **acts** of appreciation, joy, and passion. The value of therapy, psychology, and psychiatry
14 to help a person retrain his or her mind cannot be underestimated. A new life can be reborn
15 and that is a very wonderful event.

**Appendices:
Essays on Emotional Wisdom**

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(A) *Nets on Fire: Making the Air Electric*

(rev2007-01-29)

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

13
14 What is a 'positive attitude,' or getting into 'the zone' or getting 'the momentum of a game'
15 or getting into the 'flow'? This mental game of 'attitude,' 'the zone' and 'creating
16 momentum' is about emotions. And it is these good feeling emotions that a positive attitude
17 is about. A positive attitude isn't positive unless the emotions and feeling are there. The
18 practice of positive attitude is about getting into the zone, the emotional zone, creating the
19 emotional game first, and only 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 heartbeat; 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 wherever a player is, it can and will move up into empowerment, in

(A) *Nets on Fire: Making the Air Electric*

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

9

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

21

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

(A) Nets on Fire: Making the Air Electric

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

17

18

19 Andrew Jackson

20 2007-01-29



(B) *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 of 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. 1) 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.

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 neural circuitry of criminal behavior. That is, the learning experience within this environment tends to accentuate the existing neural circuitry of the brain that has led to an existing criminal interpretation of life experience.

1 i. This reinforced criminal interpretation of reality diminishes and even
2 prevents a person's religious freedom to exercise a behavior within
3 God's favor. (reference Constitution Amendments I – free exercise of
4 religion)

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

10
11 b. ARGUMENT 2: Evolved Emotional Guidance (ref. 1) redefines an evolved
12 emotional neural circuitry as a neural circuitry of perception of the body's
13 biochemical physiology precipitated by the brain's cognitive activities. This
14 means that the neural circuitry of emotional behavior has an evolved function
15 to guide cognitive behavior and physical activity towards the desirable aspects
16 of life, such as, health and well-being. Emotions have naturally evolved to
17 lead physical and cognitive behavior towards life, liberty and the pursuit of
18 happiness.

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

26
27 i. ***This reinforced emotional reality** of criminal behavior diminishes and*
28 *even prevents a person's religious freedom to exercise a behavior*

(B) *Criminal Law and Justice Lagging Psychological Advancements*

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

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

8
9 c. CONCLUSION: Neuroplasticity and Evolved Emotional Guidance redefine
10 humanness and reconceptualize what it means to be human (ref. 2). These
11 new understandings within the physiology of psychology must be
12 incorporated to understand the nature of the actual punishment being inflicted
13 upon a person within current incarceration as punishment practices that
14 preclude any means of reformation.

15
16 I am arguing that a system of incarceration as punishment for a crime without any
17 reformative processes cannot be just and is cruel because it exacerbates and reinforces the
18 criminal element of behavior by convoluting intent, rational capacity, and self-control. This
19 usual practice of criminal justice is a process of dehumanization and therefore is cruel.

20 Also, a system that reinforces criminal behavior by convoluting intent, rational capacity, and
21 self-control diminishes a person’s religious freedom to live in God’s favor, thus limiting and
22 even prohibiting the free exercise of religion.

23
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(C) My Story: Hell on Earth (As Is Heaven)

(rev2019-01-17a)

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

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

From 1980-1986 I was an industrial arts teacher in Milwaukee, WI until I was fired. I went back to graduate school. From 1986-1991, I had earned 2 Master's degrees and spent a semester teaching Industrial Management in China. I married a very capable young lady who was a first-generation Chinese born from Rio de Janerio, Brazil. But in 1992, I left my job as a quality manager and we moved for her job in El Paso, TX

1 I listened to, and tried to make work, the ideas told to me by the many therapists,
2 psychologists, and psychiatrists in my life. It was not working for me. I could not make their
3 world of mental illness, hospitals and medications my life. I was not going to be able to keep
4 myself alive in this hell much longer... Unfortunately, I had been taught to tolerate and to
5 ignore negative-feeling emotions. So rather than making an effort to feel better, I did nothing.
6 I did not know what to do. This usually meant a brain storm of more emotionally negative
7 thoughts which would escalate an emotionally-negative situation further along the downward
8 spiral. Like a run-away train down a mountain, there is not going to be a good outcome.
9
10 Of course, this was all internalized. I had learned not to complain about aches and pains. In
11 the cold of winter growing up on a farm, chores had to be done. Emotions were like frost bit
12 fingers; as long as there wasn't a medical necessity and the pain could be tolerated, keep quiet
13 and do your job. I had broken my arm, dislocated my wrist, broken my collarbone twice,
14 stepped on nails that went through my foot, as well as tolerating dozens of slivers imbedded
15 into my hands and feet. I had learned to take my frozen hands and run them under lukewarm
16 water. When the severe pain stopped, they were thawed out. Pain, physical or emotional, was
17 a part of life. You tolerated it and kept working. That is life. Emotional pain is
18 inconsequential – or so I thought.
19
20 My hospitalizations were for psychotic-mania. My depression symptoms were ignored,
21 except one time around 1988 when I was back in school going for my first Masters in
22 Industrial Management Technology from the UW-Stout, Menominee, WI. I told my
23 psychiatrist that I was having a particularly hard time in a relationship and could he give me
24 something. A week later, I 'awoke' from another black out period. I was in a classroom with
25 the teacher handing back tests, including mine. I have no recollection of going to classes,
26 taking this test or anything else over the previous week.

(C) My Story: Hell on Earth (As Is Heaven)

1 Another time, after being released from the mental hospital from some psychotic-manic
2 episode, I was on 5-6 different medications. I really tried to keep them straight in one of those
3 7-day med containers, but to no avail. My mind and body were really messed up. My meds
4 were all screwed up. The clock said 5:35 in the morning. My mind was breaking. I reeled in
5 pain, twisting and turning for hours. I looked at the clock. It said 5:41. Six minutes had passed.
6 I blacked out. I awoke with a rope in my hand going to hang myself. A voice asked me, “can
7 you go on?” I said, “yes”. Somehow, I got myself back into the hospital.

8

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

15

16 Most often my ‘black out’ periods were affiliated with a manic episode. Around 1989 I
17 ‘awoke’ once in a hospital and wondered how I got here. The care-giver said I had gone up to
18 a police car and told them that “my friend” needed help. “My friend” turned out to be a
19 garbage can. During other psychotic-manic episodes I would remember events up to
20 hospitalization and then lose a few days to blackout periods. I once ‘awoke’ at a table in a
21 mental hospital. The nurse gave me a pack of Camel ‘straights’, the cigarette my mom smoked
22 on the farm. Apparently, I now smoked and went outside with the others to have my “first”
23 cigarette.

24

25 Another time, in 1990, I ‘awoke’ with my mother in a drug store. Somehow, I was now in
26 Madison, WI, 200 miles from graduate school in Menomonie, WI. We were getting my
27 prescriptions refilled. I carefully started probing about the circumstances. After receiving my
28 2nd Master’s degree, I was going to teach industrial management in Xianyang, China. I have no
29 idea of how many days or even weeks had gone by. Apparently, I had ‘lost’ about 10 months

1 of meds for my trip. We got my meds refilled and the very next day I was on my way to
2 China.

3
4 Psychotic/manic episodes were never a ‘high.’ When recalling a psychotic episode, I would
5 describe them as scary, frightening, and even terrifying. I had no control. I was an observer
6 watching somebody do crazy stuff. My reality was a ‘trip’ that “I” participated in. It was like
7 a ‘dream’ events just happened. An idea to do something would come to me and “I”
8 would do it. I had lost all sense of propriety except within some very narrow stream of
9 psychosis. For over a decade I was in and out of hospitals, miserable, depressed, manic,
10 psychotic and wheeling from a whole range of different emotions.

11
12 Call it chance, call it luck, call it what you will.... I left a “good job” and followed my wife to
13 El Paso, TX where she had gotten a “better job”. Everything kept getting worse. I was ready
14 to die when, through the power and strength of my wife, I met 3 key *healers* who reintroduced
15 me to a long, lost stranger, my joyous self.

16
17 Sharon, my new therapist, found my descriptions of my psychotic episodes hilariously funny
18 and she created a path for me to join her in her laughter. We both had a good laugh when I
19 described the time, I brought the police over to my friend who was in trouble and he turned out
20 to be a garbage can. She gave me a task, “Can you find something for yourself, today, under
21 these miserable conditions, that will make you feel a little better, make you feel a little less
22 pain? Can you do something for yourself today? And can you do it again the next day? And
23 the next?” From then on, I made the time to bath in the sun’s light upon our apartment’s
24 swimming pool. With my face mask and snorkel, I just stared at the drifting shadows at the
25 bottom of the pool. She had skillfully led me away from depression’s suffocating grasp and
26 onto a path of self-empowering hope. She called it Neural-Linguistics-Programing (NLP) and
27 Centerness Therapy. She saved my life. I call it a miracle.

(C) My Story: Hell on Earth (As Is Heaven)

1 Another person who taught self-empowerment through joy was Esther and her inner circle of
2 friends called Abraham. They introduced me to the power of my inner guidance through
3 listening to my emotions. They spoke of *emotional guidance* as the key to my inner strength
4 and power. From there, I had my *eureka moment*. If I was depressed, manic, or psychotic and
5 I had a chemical imbalance, then when I felt better would my *chemical imbalance* be more of a
6 *chemical in-balance*? That is, in the times when I felt a little better, or actually, less bad, was
7 my biochemistry also a little better? My emotions truly became my inner guide to honor,
8 wealth, justice and freedom.

9 Like a hamster running nowhere on a wheel in a cage, I was caught in an endless loop of being
10 drugged when on medications and going psychotic when off medications. Then I met the
11 “Salsa Doctor,” so called because he played in a salsa band in Ciudad Juarez. He actually
12 worked with the idea that I could get better. That as I gained more control of my psychotic
13 mind through the guidance and power of my emotions, I would need less invasive medications.
14

15 It was 1992 and I was in the high deserts of El Paso, TX, when I initiated my ‘Program to
16 Freedom’. I started applying an idea of using my emotions to guide my behavior, especially to
17 guide my mental behavior of what I was thinking, dreaming, imagining or even contemplating.
18 It was very obvious to me that my emotions correlated to my mental activities. I was slowly
19 realizing the impact of my emotions’ correlative relationship with my mental activities and my
20 biochemistry. I began to use my emotions to guide my mental activities and improve my
21 “biochemical imbalances.” If a thought brought about an emotionally-negative response, I
22 would make attempts to “eliminate the negative.” If a thought brought about an emotionally-
23 positive response, I would make attempts to “accentuate the positive.” I was becoming more
24 confident with the success of my ‘Program to Freedom’ and its path to my recovery.
25

26 Every time I had previously stopped taking my medications, I eventually went psychotic, only
27 to prove my doctors and parents right, that mental illness was a lifetime sentence. I always felt
28 they were wrong and this time I was going to prove it. I worked very hard over these next few

1 years to change my mental-emotional state by using the correlative relationship between my
2 emotions and my biochemistry. The “Salsa Doctor,” my psychiatrist, continued to work with
3 me to adjust my medications with others that were less invasive as I learned to control my
4 mental-emotional state. I was becoming stronger and I was more effective at using my own
5 emotions to guide my mental activities.

6

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

12

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

20

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

(C) My Story: Hell on Earth (As Is Heaven)

1 Over the next few years back in Madison, WI I was still not in great shape but getting better.
2 My mother helped me find an apartment and bought me a car. My father would not speak to
3 me. I went from Social Security Disability, to packing grocery bags, to cashier, to quality
4 inspector, to a drafting and CAD teacher in a local college. I visited a good college friend of
5 mine. We were roommates before my nightmare into mental illness began. Our meeting was
6 like the story of Rip Van Winkle. Mentally, it was twenty years ago and I was back in college
7 talking to my old roommate. But he was now married, and had children in college. Tears
8 came to my eyes as thoughts of my last twenty years flashed by, my god.....

9

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

15

16 It is now 2018; I am happily remarried, retired from mechanical engineering and living a good
17 life...sailing with friends in the summer, football game parties in the fall, winter skiing trips
18 with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing flips
19 and ‘helicopters’ off any little mogul) with spring as a time of earth’s great green revival from
20 a winter of sleep reminding me of my youth on the farm.

21

22 I believe I can now relate to others my experiences that resulted in leaving the endless ideas,
23 theories, paradigms and beliefs of the mental illness industry behind. I now live and believe in
24 mental health and well-being. I work at mental health every day. Mental wellness is no longer
25 a mystery to me and I wish to share the many ideas I used to bring my life back to the living. I
26 wish to explain the methods I used, and that everyone can use to improve their mental and
27 emotional well-being.

28 For the past fifteen years I have been working on a paper explaining my return to well-being. I
29 have written and re-written this paper 100’s of times. These ideas have now evolved into a

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

8
9 Andrew Jackson
10 2018-11-24



(D) 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, 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, as yet, do not have 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' relationships 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 emotions, are not these emotions indications of ignorance? Emotions used in a manner which provides insights are constructive because

1 emotions are providing valuable information on the effectiveness of the meditation and
2 contemplation practices.

3

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

13

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

19

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

28

29 Therefore, as the mind can have destructive and aberrant cognitive activities, it is the resultant
30 emotions which are giving their creator key knowledge, understandings, and insight into these

(C) My Story: Hell on Earth (As Is Heaven)

1 mental activities. Negative, destructive, and aberrant emotions are precipitated by the
2 cognitive activity of the mind. The illusion of emotions is to believe that destructive and
3 aberrant emotions are driving mental activities instead of emotions being a reflection of
4 destructive and aberrant cognitive behavior which is accessible for consciousness to act upon
5 and modify. The extreme power and value of emotions to the individual is that emotions
6 clearly broadcast to the individual a previously unrecognized aspect of their own cognitive
7 activities.

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

15
16 Mass consciousness and academia currently believes in the cognitive construct of destructive
17 and aberrant emotions. I have reasoned above how this illusionary nature of emotions, though
18 commonly accepted and professed, is in error. Not until this illusionary construct of emotions
19 is reconstructed, will the power of emotions be available for humanity's self-empowerment.

20
21 The full argument: *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions and*
22 *Consciousness* will be found on <http://emotional-evolution.com/>.

23
24 Andrew Jackson

25 2018-11-28



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

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



“Captain” Andrew Jackson 2nd in command, at the helm with “First Mate” Barbie Jackson in charge, at the fore on the jib, racing their E-Scow with crew Peggy and Charlie. Andrew at 65 is the youngest and Barbie at 70 is the oldest of team Avanti. (photo courtesy of Tim Stanton)

"Emotions perceive the biological changes caused by cognition."

My psychologist gave me a life sentence: psychotic mania of bizarre realities, listening to voices, and a split personality with blackout periods when someone else was at the helm. And then there was the suicidal depression. I ‘awoke’ with a rope in my hand when a voice asked, “Can you go on?” I said, “Yes,” and got myself to the mental hospital.

“This Mobius Twist led to my cure and freedom from a debilitating mental illness.”

I propose that it is cognitive behavior that changes the body’s physiological biochemistry which consciousness is then perceiving as emotions. Emotions don’t change the body’s biology as modern psychology professes. Emotions perceive the biological changes caused by cognition. This Mobius twist led to my cure and freedom from a debilitating mental illness. I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness* so that everybody can empower themselves by understanding how emotions have evolved over millions of years to guide cognitive behavior for greater health, happiness, and well-being.
