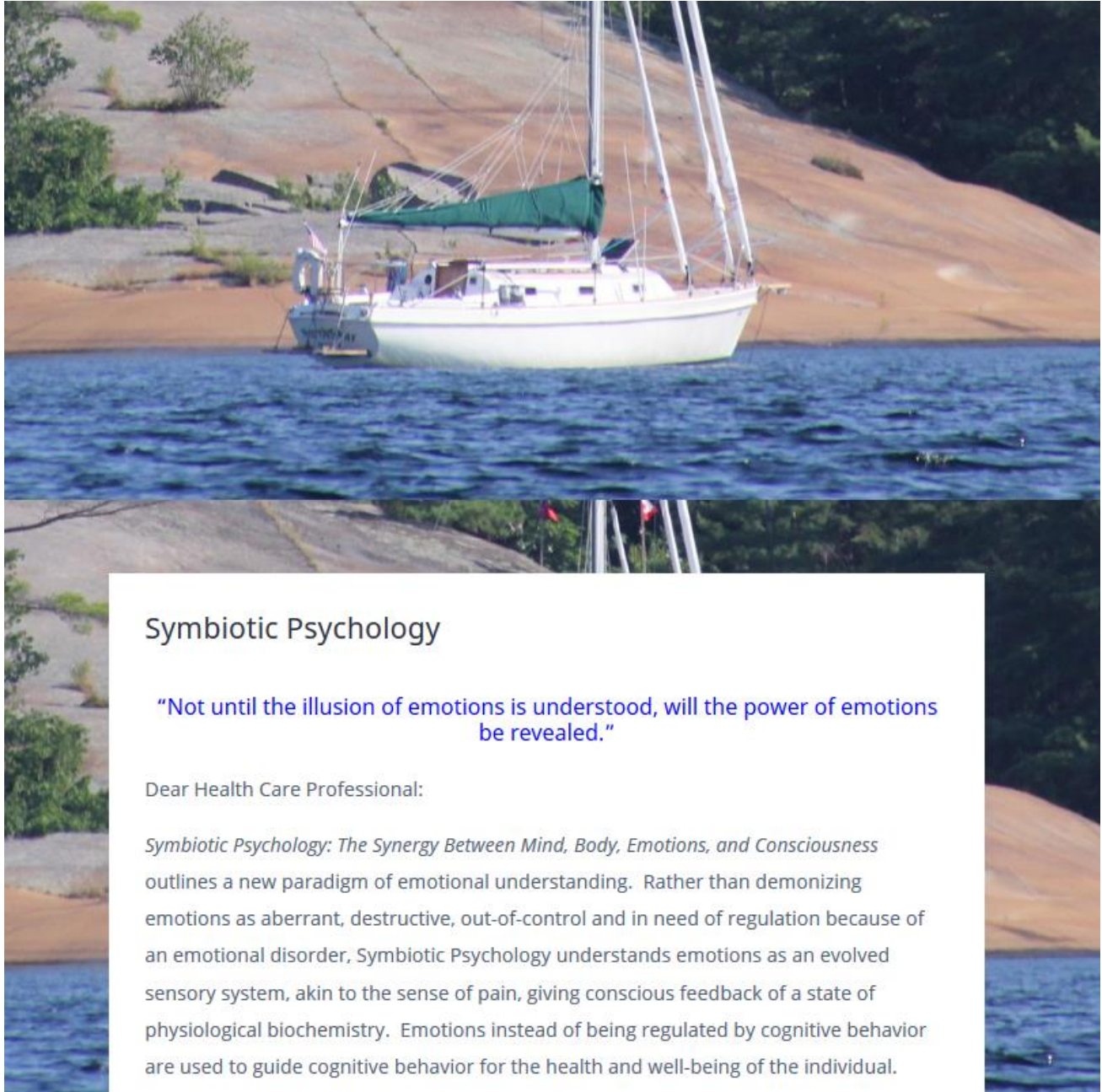


Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness

(rev2019-07-19a)



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.

By: Andrew Jackson

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

*Do not fixate on the broken and mangled hand,
for it is indeed a soreness to any beholder. The
message is not within the hand, nor within the
moon and stars at which it points, but lies within
another Universe that surrounds us – known
only through its quiet revelations.*

Symbiotic Psychology:

The Synergy Between

Mind,

Body,

Emotions,

and Consciousness

Symbiotic Psychology

Madison, WI U.S.A.

2019

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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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Part 1:

Letters of Introduction to Symbiotic Psychology

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Dear Student: For Entertainment Purposes Only

Subject: **For Entertainment Purposes Only**

Date: rev2019-07-19a

Am I Me?

I am that which I am aware of. I am that which I am conscious of. Is it I who choose that which I feel and therefore determine who I am, what I am, what I do?

Or are “they”, those who wish my obedience? Are they managing my mind, my thoughts, and therefore my emotions and thus determining that which I am and that which I do?

Am I me or am I them?

Dear Student,

A person’s core beliefs of emotions – which may have been linguistically molded from childhood through family interactions and in later years through reading literary works such as Dickens’s *Great Expectations*, Poe’s *The Raven*, and Austen’s *Pride and Prejudice* – have created a false construct of emotions’ true reality. That is, emotions of a character in a story that drives them to love, to fight, or to conquer the world... are an illusion. Emotions simply don’t exist that way.

A character in a plot feels emotions. They have emotional feelings. They perceive emotions. Essentially, all emotions that a character feels are emotions that feel good or emotions that feel bad. But the bodily changes, the bio-chemical changes that a person feels in love, in depression, in the fight, flight, or freeze response such as a faster beating heart, a quickening of the breath, the perspiration running down their forehead, the knot in their stomach, all of these bodily changes are not caused by emotions.

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1 They are perceived. Yes. We call these perceptions emotions. Yes. But these changes in the
2 body's biology are not caused by emotions. No. These body changes are caused by the mind.
3 Or to be more precise, these changes in bio-chemistry are caused by neurological activities
4 within the cognitive mind.

5
6 **What is the Cognitive Mind?**

7 The cognitive mind deals with thinking – with thoughts of awareness and knowing. Cognition
8 also deals with the processes of knowing, namely, perception, recognition, conceiving – which
9 includes imagination and inspiration – and reasoning (ref.1-12 in the attached book, Symbiotic
10 Psychology, The Synergy Between, Mind, Body, Emotions, and Consciousness).

11
12 A character in a plot perceives something out of place in the woods. They recognize some
13 recently broken branches. They imagine that a bear came rumbling through looking for food.
14 Their thoughts are later confirmed when they come across a thicket of brush with freshly
15 ripened blue berries. And right in the middle is a very protective mother bear with her cubs.

16
17 Cognitively speaking, the character (1) *perceived* a bear with cubs. They (2) *recognized* it as a
18 bear with cubs. And, they (3) *conceived* what it meant to intrude upon a mother bear with
19 cubs. Then came (4) the bodily changes as result of these cognitive activities that are
20 perceived as (5) emotions. What emotions did our character feel when they came across a bear
21 and cubs in the woods? Much of what our character would feel depends on their past
22 experiences. What are some different pasts that a writer might give to our character to interpret
23 their situation? With that past, what bodily changes would be generated, perceived, and
24 interpreted as what emotions?

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What are Emotions?

Emotions are a perception, a sense akin to the sense of sight, sound, taste, smell, and touch. The sense of emotion feels. Broadly speaking, emotions feel good or emotions feel bad. Emotions are a perception of the biochemical and physiological states of the body. And contrary to popular folklore and their characterization in a movie or novel, a person is not driven by their emotions.

A person may be driven, and they are driven, by their changing bio-chemistry. But these biological states are precipitated by cognitive activities, not by an emotional awareness. Emotions sense these biological states. Emotions don't create them. Cognition creates them. And as a reminder, cognitive activities of the mind are awarenesses of knowing such as thoughts, perceptions, reasoning and imagination.

(Author's Note: When a person perceives their own emotion, this perception is a cognitive activity which can lead to biological changes. But still, it is an awareness of emotions, a cognitive activity, that changes the biology, not emotions).

A script may have a character who is "emotionally out of control." Technically that person is not "emotionally" out of control but "cognitively" out of control. They have lost control over their cognitive activities of thought, of imagination, of conceptualization. Their mind is running rampant. It is their thoughts and imaginations that are wildly changing the body's biochemistry. It is these changes in bio-chemistry that makes the heart beat faster, the breath to quicken, the sweat to bead up and run down the cheek and the stomach to knot. These changes in bio-chemical physiology are what the character perceives as emotions.

Emotions as an Evolved Sensory Perception of Bio-chemical States

An observer has a perception of, and an understanding of, what it means to come across a hungry bear in the woods. To say the observer has an emotional reaction – or an emotional

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1 event – to the bear is true but it is also inaccurate. The observer had a series of cognitive
2 events. They saw an animal. They recognized it as a bear. They imagined that the bear was
3 hungry. They conceived of the idea of themselves as being the bears dinner.

4 These conceptions brought about bio-chemical changes in the body. Maybe their heart raced,
5 their breath quickened, they became agitated – they are having an emotional event – and they
6 got the hell out of there. The bodily changes were not caused by emotions, bodily changes
7 were perceived after the fact as emotions. It is not possible for emotions to be the both the
8 cause and the effect. Fortunately, our observer survived to tell another tale.

9
10 Evolution is about retaining those characteristics and behaviors that enhance a being's
11 probability of survival by living long enough to pass these behavior patterns down to the next
12 generation. Through millions of years of evolution, a specific relationship has evolved
13 between mind, body, emotions and consciousness.

14
15 In essence this correlative relationship is such that when the mind (1) thinks the body is strong
16 and (2) the body actually is strong, (3) good feeling emotions are perceived by consciousness.
17 This correlative relationship had to have developed this way or a being would tend to not
18 survive very long.

19
20 Imagine what would happen to a person who is drunk and (1) thinks of themselves as strong
21 and capable, but (2) in actuality they are quite confused and clumsy and (3) they feel great and
22 very confident! They perceive themselves as quite capable of driving across town in rush hour
23 traffic. What is their probability survival? (These arguments are developed further in Section
24 2: "Emotions as an Evolved Biological System" in the attached Symbiotic Psychology book.)

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A Feels Good Is Good Attitude

A person's emotions are indicators of their health and well-being. Emotions are telling them the harmony of their body's biology – are they being strong or weak. Negative feeling emotions are the body's way of saying "you are creating conditions within your body that will cause, if it hasn't already, weakness, lethargy, clumsiness, and ineptness." These conditions make the body ripe for illness and disease. Positive feeling emotions are the body's way of saying "you are creating healthy, strong and vigorous conditions in your body." Not only is the body ready to thrive in the external world, but its internal world has a greater capacity to fight off illness and disease.

This "bears" repeating.

By entertaining negative emotional thoughts, a person weakens their body's biology. By entertaining positive emotional thoughts, a person strengthens their body's biology. This correlation between mind, body, and emotions is that which must exist for homo-sapiens to have survived their evolutionary challenges. For your body's health, what feels good is good and what feels bad is bad. (Reference Section 2: "Emotions as a Biological System" in the attached Symbiotic Psychology book)

Now a "feels good is good" attitude is fine if a person is living in a world of one. But they are not. A person has to do more than find thoughts, actions, and behaviors that feel good for their physical health. They have to find thoughts, actions, and behaviors that feel good for their physical health and feel good for themselves as a person living in a society. Driving in a fancy car and having expensive clothes to wear may feel *really good* but being thrown into jail for theft isn't going to do their career any good – if not just plain destroying it. How does that feel? There is more to say on this in Section 9.0: "Emotional Guidance – The Dark Side" of the attached Symbiotic Psychology book.

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Cognitive-Emotional Wisdom

To have cognitive-emotional wisdom is to have the cognitive and emotional understandings and abilities *to avoid acting from* the lower platforms of despair, depression, and anger. These negative emotional places of being have evolved to signify a weakening of a person's biology. This makes them easier prey to diseases, illnesses and prone to accidents and injury. (Authors Note: If these last statements are in doubt because I don't provide any empirical evidence, set up your own "mental" experiments and "conceive" some possible results. Look what Einstein did with mental experiments. Or you can do some research for a class.)

Cognitive-emotional wisdom means to have the cognitive tools and agility to move up the emotional staircase and *to act from* the higher platforms where good feelings of clarity, health and vigor reside. Section 7.0: "Cognitive-Emotional Wisdom" of the attached Symbiotic Psychology book discusses a variety of cognitive-emotional wisdom themes relevant to today's culture and society. These themes should make for some good debate among your classmates and teachers.

Emotions have evolved to guide cognitive activities. Emotions have evolved to inform their owner that cognitive activities are all and well or that cognitive activities need to change for the health and well-being of the individual. Negative feeling emotions are telling a person that their bio-chemistry is going out of harmony and weakening the body's biology.

Negative emotions are akin to the "check engine" light on the dash of a car; "something is going wrong." Now should the light be "managed" or "controlled" because the *light* has a "disorder" or "illness" and is being "destructive" and "aberrant"? Is that what the light is saying? Should we cover it up or ignore it because it is too annoying? Should we "drug the light" so it no longer is doing its job? Is the problem with the light? No. The "check engine" light is saying something is going wrong within the engine. The problem is in our cognitive "engine", not in our emotional "light."

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1 Section 8.2: “Cognitive-Emotional Rehabilitation and Strengthening Exercises (Your
 2 Superhero Toolkit)” contains the heart of a life style that reinforces the synergies between
 3 mind, body, emotions, and consciousness. Strengthening these relationships might just be the
 4 advantage a student needs to succeed in today’s chaotic world of prejudice and mis-
 5 information. Understanding and working these cognitive-emotional strengthening exercises
 6 are especially important to those where these skills are not part of their home and cultural
 7 environment.

Emotional Entertainment vs Emotional Wisdom

8
 9 Every society and culture have their own forms of emotional entertainment. That is, they offer
 10 opportunities for a person to be taken on an emotional ride for the fun of it. Allowing a book, a
 11 movie, a show or some other form of entertainment to take a person on an emotional roller
 12 coaster ride is the essence of what entertainment is about. All is fine and good as long as these
 13 emotional ups and downs are for entertainment purposes only. And, most importantly, the rider
 14 can get off when they want to.

15
 16 But what if a person cannot get off life’s roller coaster? What if there is no longer a choice?
 17 Instead of allowing their emotions to be taken for a ride, their emotions have been hijacked by
 18 life’s events and they can no longer manage life’s roller coaster. Maybe they never learned
 19 how – nor developed the skills – to use their emotional guidance to transform life’s roller
 20 coaster into entertainment.

21
 22 Instead, they are caught within a living nightmare where suicide seems to be the only exit.
 23 Also remember, emotions are the perception of biological conditions caused by cognition.
 24 Therefore, it is not that emotions are no longer “under control” but that a person’s mental
 25 activities are no longer responsive to their evolved emotional guidance.

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1 To have emotional wisdom means a person has the ability and is capable of focusing on those
2 thoughts, ideas, imaginations, and observations that feel good, or simply, on what they want
3 and desire. Emotional wisdom means to have the ability and capacity to use negative emotions
4 – that signify cognitive activities dwelling upon that which a person doesn’t want – to help
5 themselves identify that which they do want. Again, a person knows what they don’t want –
6 which feels bad – so now use that awareness to “find a better feeling thought.” (Hickes, J. &
7 Hicks, E., 2006) To have emotional wisdom also means to understand the difference between
8 the cognitive construct of an emotional ride for entertainment, where one can get on and off,
9 and the cognitive construct of emotional guidance, where one uses their emotions to guide
10 cognitive activities. A careful distinction must be understood by every individual as to which
11 cognitive construct of emotions is in play.

12
13 Are emotions being allowed to be taken for a ride for entertainment purposes? And with this
14 construct, is it understood that, in actuality, it is the mind that is being taken for a ride? Or,
15 should the construct of emotions as an evolved biological guide to manage cognitive activities
16 be utilized? Every person needs to develop the cognitive dexterity, understanding, and
17 capacity to change between “emotional entertainment” and “emotional wisdom”.

18
19 Entertaining mediums such as books, movies, shows, concerts as well as many other forms ask
20 of one to suspend their evolved emotional construct that guides cognitive behavior towards that
21 which feels good. When being entertained, one is asked to lay aside their emotional guidance
22 and follow the roller coaster up and downs of the many characters and themes of the story
23 being presented. All is well and good if a person then re-engages their emotional guidance
24 once the entertainment is over.

*Dear Student: For Entertainment Purposes Only***Quick Review**

There are two modes of emotional engagement or on how emotions are utilized by the individual. One is “emotional entertainment” and the other is “emotional wisdom”.

Within the mode of “emotional wisdom” a person engages their evolved biological emotional system to continually evaluate their cognitive activities. If their cognitive behavior feels good, a person allows the continuation of these activities. If their cognitive behavior feels bad, they use this emotional negative awareness as motivation to find – or even create – new thoughts, imaginations, and awareness that feel better. This process of “finding a better feeling thought” (Hickes, J. & Hicks, E., 2006) continues until they are feeling good again.

Within the other mode of “emotional entertainment” a person suspends their evolved emotional guidance and allows their cognitive activities to bend and sway with the meanderings of their cognitive activities. These states of being are usually allowed for entertainment purposes such as going to a movie, play, or musical concert. Other happenings include attending sporting events or reading a book. Or, how about skiing, golfing, swimming, biking...the entertainment list is endless.

Within all these activities, emotional guidance is surrendered allowing a person’s cognitive activities to flow and sway with the event. This unabated cognitive activity creates an influx of various neurological and bio-chemical events paving the way for an emotional roller coaster ride of emotional hyper-activity. All is well and good as long as a person can get off the ride and reengages their emotional wisdom where cognitive activities are evaluated, sorted, and culled, accentuating the feeling good and emotionally positive awarenesses.

Note: Emotional guidance and emotional wisdom are very similar cognitive constructs.

Emotional guidance refers to using one’s emotional system to evaluate cognitive activities.

Emotional wisdom implies the use of emotional guidance plus a growth and awareness of various complexities of social order and disorder. This implies the importance and need for

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moral awareness, development and education. The importance of moving this internal discussion and debate up from the reptilian brain and into the mammalian brain can not be over emphasized. See Section 7.0: “Cognitive-Emotional Wisdom” and Section 9.0: “Emotional Guidance – The Dark Side” in the attached *Symbiotic Psychology* book.

Tyrannosaurs, the “Tyrant Lizards”

Humans have evolved to be joyous beings. The evolutionary nature of emotional guidance is to sift through any mental turmoil to find, develop, and create the thoughts, beliefs, and behaviors that feel good. These good feeling behaviors are the indications of promoting a healthy and strong biochemical environment. But when the construct of emotional guidance is vacated, leaving only a construct of emotional entertainment, “reality” becomes a theatrical set that must be manipulated.

Instead of the relative ease of guiding one’s own mind to find emotional stability, it becomes necessary to manipulate “the play” and all those who make their entrances and exits. Life becomes a task of gigantic proportions that demands power and tyranny to control and direct others. Life has now receded back to the land of the dinosaurs where a feels-good-is-good morality has a very limited understanding and where “my” might makes “me” right.

We have the remnants of a biological brain that evolved into one of the greatest and most powerful beasts that ever lived on this planet, the reptiles, the dinosaurs. Our reptilian relationship now makes for a metaphor for quick and reflexive action without much thought. Our “reptilian brain” is of this nature.... Don’t think.... Be aware.... Act. This behavior is vital in sports and war where any delay to contemplate and understand may delay any action needed for success. If it feels good, it is good. Might is right.

There are those who bring this type of “warfare” to the classroom, hallways, and playgrounds. These tyrannosaurs or ‘tyrant lizards’ of the school dominate their environment because their

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1 reptilian mentality has taken over their higher functioning mammalian brains. They *react to*
 2 the environment in a constant “emotional entertainment” mode rather than *act upon* the
 3 environment with “emotional wisdom.”

4
 5 The world makes them rather than they make the world. What is seen makes them angry,
 6 happy, sad, or whatever. What is heard makes them angry, happy, sad, or whatever. What
 7 somebody else did makes them.... There is no engagement of “emotional wisdom”. They have
 8 fallen into a trap where all the world has become emotional entertainment. They have become
 9 victims of their lower order functions which now needs to control its environment. They need
 10 to direct their play. They need power to direct and to manage each scene in their play because
 11 all the world has become the cognitive construct of “emotional entertainment.” If I feel good,
 12 it is good. If I feel bad, it is bad. My might makes it right.

13
 14 For these tyrannosaurs, feeling good no longer comes from cerebral efforts of the mind to seek
 15 and choose good feeling thoughts and then to take action from this good feeling awareness. To
 16 the tyrannosaurs, feeling good only comes from being “emotionally entertained.” This means
 17 they need to control their environment so where any observation of their “playground” feels
 18 good. And if it feels good, it is good. Might is right because might is needed to make their
 19 playground right. There is no longer a higher order of thought where any complex discussions
 20 and understandings may pave the way for a “might for right” code of justice.

21
 22 These “tyrants of the playground” may yet serve a purpose for those educated to understand.
 23 These tyrants of brutality and violence as well as those who create anxiety, worry and
 24 trepidation can be useful. ***They provide a cerebral challenge and field experience in finding***
 25 ***one’s own internal values, beliefs, and detachment that disempowers the tyrannosaurs’***
 26 ***aggression.*** Success comes from detaching from the tyrant’s reality and the tyrant’s belief of
 27 their dominance and control. Success comes from detaching from their “Jurassic” world by

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1 creating and acting within one's own world with one's own thoughts, beliefs and rules of
2 engagement. (Actually, the age of dinosaurs is the Mesozoic Era.)
3

4 There are other tyrannosaurs whose realities may oppress with sadness by drawing a person
5 into their vortex of sorrow and unhappiness. Like an undertow from waves breaking on the
6 shore, their reality of oppressive thoughts and beliefs can suck a person down to their demise.
7 Or, there are those tyrannosaurs who are "impossible people in positions of power" (Castaneda,
8 1984) who make a person rage with anger and violence. All of these "tyrant lizards" provide
9 an opportunity to practice detachment.
10

11 The concept of detachment means to detach from the realities of *their* world and to create the
12 realities of *one's own* world. Detachment demands that a person finds, create, and focus on
13 their thoughts, beliefs, and attitudes that empower their freedoms, understandings, and values
14 of their own new world reality they wish to inhabit.
15

16 **Evolving Out of the Age of the Tyrannosaurs**

17 Neuroplasticity is a term used to describe the brain's plastic ability to rewire itself, to
18 reconfigure itself. "Truths" and what "is real" and the "way it is" that is supported by a
19 network of nerves in the brain and body – called a neurological network – can change. The
20 neurological networks that are needed to support the reality of the tyrannosaurs can change so
21 that their world need no longer exist in your world. This is detachment.
22

23 When the neurology changes that supported the age of the tyrannosaurus cease to exist, all
24 their truths about "what is real" and "that is the way it is" cease to exist. The reality of
25 yesterday is no longer real today. Through effort, understanding, and use of an evolved
26 biological emotional system these old "truths" of what is "real" and the "way it is" that
27 demanded a specific behavior of survival in a "Jurassic" existence, no longer exists. This is
28 detachment.

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1 Thus, once detached, the necessity of “their” survival behavior also ceases to exist. Welcome
 2 to the new era of the “mammalian brain” where might is for righteousness. The greater
 3 capacity of the mammalian brain supports a more complex and sophisticated neurology. This
 4 evolved mammalian neurology supports a more complex thought, understanding, and behavior
 5 which are guided by an evolved biological emotional system.

Get Off the Ride, The Show is Over

8 The emotional roller coaster ride of a show, movie, or book is entertaining. But when the show
 9 is over, when the ride is over it is time to re-engage the emotional guidance system. This
 10 means using emotionally negative cognitive activities to identify emotionally positive
 11 cognitive activities and then to move on to the emotionally positive. It means reinforcing an
 12 internal neurological world that accentuates the positive and negates the negative.

14 Those who don’t get off the ride and re-engage their emotional guidance system are like a ship
 15 without a rudder and is at the mercy of the greatest winds and the largest waves. They are
 16 subjects to the forces of tyranny around them. They are not master nor commander of their
 17 fate.

The Tyrannosaurs Rex

20 Superhero characters in movies, comics, and books save the world, but are they disempowering
 21 their audience? The superhero ride, if it stimulates within a feeling of strength and power then
 22 the ride does serve their audience and provides for a touchstone emotion to strive for as an
 23 individual. But, if the superhero ride accentuates the need for somebody outside of one’s self
 24 to ‘save the day’, then a person – as a power and force to create their own destiny – is being
 25 ruined.

27 Be wary of those who proclaim others as the reason for your hardship. Be wary of those who
 28 proclaim that something outside of your control is the reason for your adversity. Be wary of

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those who have a magic pill to relieve your sorrow or pain. Be wary of the tyrannosaurs rex who proclaims themselves as one who will make the world right for you. The only person who can alleviate your hardship, your adversity, your sorrow, who can make the world right for you, is you. And it is not that you are making the world right, but creating a new time/space to occupy while leaving the old world behind.

A Student's "I" Team of Superheroes: Mind, Body, Emotions, and Consciousness

Are today's students honoring the millions of years of evolution that make up their heritage? Mind, body, emotions, and consciousness have evolved together to work together as a team. This is the "I" Team. Education may be strengthening a student's cognitive abilities, but are students developing the superpowers of their "I" Team? Are your mind, body, emotions, and consciousness learning how to work together in synergistic harmony?

Today's humanity is the product of millions of years of successful evolution. Billions upon billions of beings have succumbed to a stronger foe, leaving only the strongest. Yet now standing on that mountain top, will they falter? Humanity's heritage is one of strength, power, stamina, reflex, cunning, and wisdom. This is their nature. The professional, the victorious, the successful, the prosperous have all tapped into this reservoir. How about the multitude? Is education providing the knowledge, skills and abilities to unleash a person's *evolutionary-self* that holds their strength, power and success?

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

For anyone to succeed in this life they have to develop their own superpowers. They have to become their own Superhero. They have to take charge of their own education because, unfortunately, their formal education, as yet, does not provide the tools and training they need.

I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness* in order to give everyone the theory and understanding necessary to take charge

Dear Student: For Entertainment Purposes Only

1 of their own lives and to comprehend and use their own abilities to empower themselves. The
2 most important reading to understand is Section is 8.2: “Cognitive-Emotional Rehabilitation
3 and Strengthening Exercises (Your Superhero Toolkit).” Here is a list of exercises or areas
4 that a person as an individual can exploit and empower themselves to success.

5
6 Some people are born into a world that inherently teaches these skills and abilities.
7 Unfortunately, their “social capital” seems to leave little understanding and compassion for
8 those born without those same privileges and understandings. This letter has been a letter of
9 encouragement for each student to start taking responsibility for their own education. As an
10 adult each person will become responsible for their own conditions even if they don’t have the
11 cognitive-emotional training to be responsible. A person is just a leaf blown helter-skelter by
12 the winds of events if they are not aware of their evolved emotional guidance. Everyone does
13 their best with what they have. If society demands more of their citizens, society must then
14 empower their citizens with the tools to do and be more.

15
16 Personally, I believe schools do not teach the skills to do and to be more is because the powers
17 and beliefs of the tyrannosaurs are not extinct. To be empowered is to build a new life and a
18 new house of prosperity, justice, and freedom. The time has come for each student to build
19 their own house. The time has come to create a house for their family and loved ones. The
20 time has come to create a house, based not on tyranny, but on love. That house is called a
21 home.

22
23 The Symbiotic Psychology book is divided into four parts. **Part 1: Letters** is composed of
24 letters, like this one, to introduce and promote Symbiotic Psychology to a variety of socio-
25 economic groups. **Part 2: Theory** is just that, the theory of how and why Symbiotic
26 Psychology works. **Part 3: Practice** provides for opportunities on how to apply Symbiotic
27 Psychology. **Part 4: Essays** are some of my writings to promote how Symbiotic Psychology
28 creates a different perspective of the world.

Dear Student: For Entertainment Purposes Only

I can only wish each reader good luck. I have provided and explained the tools of success to the best of my ability. Everyone has to do their homework. Not I, nor anyone else, can take this journey for the other. It is each person's journey to experience in their own special and unique way. Make it a good one.

Sincerely,

Andrew Jackson

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



Reference:

Castaneda, C (1985). *The Fire from Within*. New York, NY: Washington Square Press

Hicks, J & Hicks, E (2006). *The Law of Attraction*. Carlsbad, CA: Hay House, Inc.

1 Subject: *Unleash Your Evolutionary-Self of Strength, Power, Cunning, and*
2 *Success*

3 Date: 2019-07-16a
4

5 Dear Athlete,
6

7 You are the product of millions of years of successful evolution. Billions upon
8 billions of beings have succumbed to a stronger foe, leaving only the strongest. You
9 now stand at the top of that mountain. Your heritage is one of strength, power,
10 stamina, reflex, cunning, and wisdom. You have all that within you. The
11 professional, the victorious, the successful, the prosperous have all tapped into this
12 reservoir. How about you? Do you want to know how to unleash your *evolutionary-*
13 *self* that holds your strength, your power and your success?
14

15 Athletes have worked for years, with thousands of hours of practice building their
16 mental and physical strength, stamina and dexterity. Yet, with all that, there is
17 something more. That something is the *synergy* that can be had when mind, body,
18 emotions and consciousness are working in harmony.
19

20 I wrote the enclosed book, *Symbiotic Psychology: The Synergy Between Mind, Body,*
21 *Emotions, and Consciousness* for athletes to understand how mind, body, emotions,
22 and consciousness work as a team. Each system is the result of billions and billions
23 of conquests where only the strong, the powerful, the cunning, the clever and the wise
24 have survived. The time has come for each athlete as an individual to tap into that
25 wealth of power that lies quietly, silently – dormant – within everyone.

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

The “I” Team: Mind, Body, Emotions, and Consciousness

The mind, body, emotions, and consciousness have evolved together to work together as a team. This each athlete’s “I” Team. An athlete is physically strong, but are they “I” Team strong? Is their mind, body, emotions, and consciousness working together in harmony? Are they honoring the millions of years of evolution that make up their heritage?

The key to understanding the harmony between mind, body, emotions and consciousness is to understand what emotions exactly are. Emotions are an individual’s conscious perception of their body’s biochemical balance created by the cognitive activities of the mind. Emotions are not just something that feels good or feels bad, although that becomes a very important distinction.

An athlete’s emotions have an evolved relationship with their mind and body such that when they think they are strong and their body actually is strong, their emotions feel good. Different emotions are perceiving different bio-chemical conditions of the body such that as an athlete continues to feel good, their body’s biology will be good. (Reference Section 2: “Emotions as an Evolved Biological System of the Symbiotic Psychology book.)

An athlete’s emotions are indicators of their health and well-being. Emotions are telling them that the harmony of their body’s biology is becoming strong or weak. Negative feeling emotions are the body’s way of saying “you are creating conditions within your body that will cause, if it hasn’t already, weakness, lethargy, clumsiness, ineptness and sickness.” Positive feeling emotions are the body’s way of saying “you are creating healthy, strong and vigorous conditions in your body.”

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

By entertaining negative emotional thoughts, an athlete is weakening their body's biology. By entertaining positive emotional thoughts, an athlete is strengthening their body's biology. This correlation between mind, body, and emotions is such that must exist for homo-sapiens to have survived their evolutionary challenges. (Reference Section 2: "Emotions as a Biological System") For your body's health, what feels good is good and what feels bad is bad.

Now a "feels good is good" attitude is fine if a person is living in a world of one. But they are not. A person has to do more than find thoughts, actions, and behaviors that feel good for their physical health. They have to find thoughts, actions, and behaviors that feels good for their physical health and feels good for themselves as a person living in a society. Driving in a fancy car and having expensive clothes to wear may feel *really good* but being thrown into jail for theft isn't going to do an athlete's sports career any good – if not just plain destroying it.

Don't Confuse Physical Pain with Emotional Pain.

A pulled muscle, a strained knee or a bruised hip are just some minor injuries most athlete's are probably are well acquainted with. "No pain, no gain" may make sense with developing your physical prowess. But what about emotional pain? What does emotional pain mean? Should an athlete just ignore it and hope it will go away? Maybe. But that is developing emotional ignorance and an ignorance to their body's health, harmony, and well-being.

It is far better to be emotionally aware and to consciously take steps to maintain an emotional sense of well-being. One may just have an "emotional bruise" that will heal easily. But just as physical trauma is serious business, emotional trauma must be understood and be carefully nurtured. (ref. Section 7.2: "Trauma and Addiction

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

Corrupting the Cognitive-Emotional Relationship” of the *Symbiotic Psychology Book*.)

Negative feeling emotions are an athlete’s body’s signal that “you are screwing up.” Mind and body are getting out of sync. Biochemically, something is going out of harmony. Maybe an athlete’s coordination will be off which affects their timing and therefore their muscles won’t be doing exactly what they thought they would/should.

The ways and means of evolution have a tendency to eliminate those who don’t respond to their emotional systems. In sports, those who don’t attend to their emotional signals may be left with their shot, their kick, their swing, their vault, their “whatever” looking like a rookie. The “air ball” in basketball is a great example. So is a missed field goal in football, a missed goal in soccer and a bad putt in golf.

*What you saw was mis-perceived.
Therefore, your aim was mis-conceived.
Your muscles were deceived,
because your emotions were not believed.*

With the presents of emotional pain or emotional trauma, an athlete is more likely to get injured. Something – whether it’s their muscles, nerves, the senses like perceptual awareness, or ‘whatever’ – something is not working in harmony. The “I” Team is in trouble. When an athlete is in competition and pushing themselves to their limit....when they are putting tremendous load and pressures and heavy demands on their body....when they need all of their parts working together in harmony....what are ANY unresolved negative emotions going to do to upset one’s performance? How bad are these unresolved negative emotions going to affect an athlete’s power, strength, cunning or awareness?

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

Emotions mean something. Negative emotions mean, “Something is *NOT* working together! Something is *NOT* in harmony as it was before! Something – we don’t know what – is going to give!” **BLAM! POW! SNAP!** And they are out for the season. Their emotions were telling them something wasn’t quite rights.

Will you listen to your “emotional speak” now?

*Make right your emotional might;
without that light there ain't no sight.
Tonight... fight smoke tonight
OR Tonight.... Be Smoke tonight!
Emotional pain – ain't no gain!
Ain't no gain with emotional pain.*

Being Emotionally Strong Means Being Emotionally Aware and Wise

Do the pressures of the next challenge make an athlete reach into their evolutionary soul to bring forth all their power, strength, courage, and stamina? Is there so much excitement and anticipation to keep still? This is the emotionally positive what-if-game. In fact, there is no what-if with such excitement and anticipation, there is only this is “my game.”

Or, have an athlete’s thoughts turned them numb to where their brain is no longer working? Has the spectacle of the event made the brain – like a pinball machine gone “TILT” – unresponsive and unable to compete? Are their thoughts creating nervous energy to the point that they can’t sit still, not because of excitement, but because of nervousness and fear? Are they focusing on an emotionally negative what-if-game?

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

1 An athlete's power comes from being and maintaining an emotional state of feeling
2 good. Negative emotions are also wonderful. They have their place. They are telling
3 a person exactly what they **do not want**. But don't stay there dwelling on what is not
4 wanted. Make a diamond out of the charcoal. Use that negative emotion to find
5 thoughts and actions that feel good and go there! Go to where your power and
6 strength are.

7
8 Section 8.2: "Cognitive-Emotional Rehabilitation and Strengthening Exercises"
9 outlines a list of tools and exercises to use and to get one's off of the mentally
10 negative weak and onto the mentally positive strong. Emotions are like a perpetual
11 coach signaling which is which. These are an athlete's Superhero exercises to get
12 their mind and emotions working together as a synergistic whole. Synergy is where
13 $1+1 = 3$ or 5 or even a lot more. The greatest athletes get to a place where their mind,
14 body, emotions and consciousness work as a synergistic whole. These athletes
15 become the MVP because they became greater than themselves.

16
17 **A Prevent Strategy Is a Losing Strategy**

18 A prevent defense, a prevent offense, a prevent anything-fence usually means
19 somebody is focusing on something they don't want to happen. A prevent strategy
20 means a person is trying to prevent something from happening (focusing on what they
21 don't want) rather than making something happen (focusing upon what they do want).

22 When focusing upon what they don't want – when negative emotions are present –
23 they are weakening the synergistic harmony between mind, body, emotions, and
24 consciousness. To maintain synergy, a person must focus on what they want.

25
26 *Don't prevent what you don't want. Make happen what you do want!*

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

What is your “prevent offense/defense” in your sport where you are weakening your physical and mental abilities and laying the foundation for defeat? What emotional shadow do you leave lurking around because “it’s not a big deal?” It is a big deal.

What shadow are you not paying attention to? What lingering thought are you ignoring that eventually may lead to your downfall?

- Maybe your downfall will come from nagging thoughts of an old injury.
- Maybe competition brings forth garbage and conflicts and instead of being fun and exciting, competition is misery and pain.
- Maybe a recent argument with a girlfriend or a divorce will trip you up.
- Maybe you and your fans are still celebrating beating the undefeated, number one team in the nation in the semi-finals while your next opponent – in the finals – is busy preparing to beat you.
- Maybe your first game of the season is with a “cupcake” and while you are just “going through the motions, your “cupcake” is tapping into their power, strength, cunning, and success of their evolutionary-selves by working hard and by putting all their focus and energy into beating you!
- What unresolved shadow is waiting to take you off your game?
- What shadow is lingering in the dark?

Resolve those hidden shadows by using them. See these issues as the charcoal that brings forth diamonds. They tell a person what they don’t want. Now each athlete must do the work to find and then focus on what they do want; and make diamonds. When a person is succeeding, they will feel the positive feeling emotions that strengthens the synergistic harmony between – and within – mind, body, emotions, and consciousness. But, it takes the heat of a great battle to really get the thrill and excitement of that good feeling energy flowing through your veins and into your desire for a victory.

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

1 Check out another type of strengthening exercises in Section 8.2 of the Symbiotic
2 Psychology book.

3
4 **Becoming a Master: Understanding Yourself as an Opponent**

5 The real game, match, meet, challenge is with yourself. You are your real opponent.
6 Are you dwelling upon what you want, or what you don't want? Are you
7 strengthening and unleashing your "*I*" Team or not? Your emotions will let you
8 know. Your emotions are telling you if you are creating a synergy between – and
9 within – your mind and your body...or not.

10 Now is the time to include emotional awareness and transformation training with your
11 physical and mental training. Here, winning means you are finding your heritage,
12 your evolutionary-self of strength, power, stamina, reflex, cunning, wisdom and the
13 success that comes with pivoting off of negative feeling emotional awareness and
14 onto positive feeling emotional awareness.

15
16 Each and every time you succeed in using an emotionally negative feeling thought to
17 find and to move into an emotionally positive feeling thought, is a very important
18 victory. Celebrate every emotional transformation. Transforming negative emotions
19 into positive emotions is your most important victory.

20
21 By getting off the emotional pain-train, you will reconnect with your evolutionary-
22 self and the synergy that lies within. The synergy between mind, body, emotions and
23 consciousness will unleash a new and greater strength, power, stamina, reflex,
24 cunning, and wisdom.

25
26 This is your evolutionary heritage. This is your evolutionary-self. This is your "*I*"
27 Team. This is you.

Dear Athlete: Unleash Your Evolutionary-Self of Strength, Power, Cunning, and Success

Good Luck,

Andrew Jackson

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



Post Script:

I invite you to read Section 8.2: “Cognitive-Emotional Rehabilitation and Strengthening Exercises” and especially Section 8.2.7: “Sports” where you can find a variety of methods for empowering your emotional game. I also wrote Section 7.7: “The Wisdom of a Champion: Let Joy Reign” and Appendix (A): “Nets on Fire: Making the Air Electric” to give you a better feel for your emotional game.

1

1 Subject: *Empowering ALL Students to Succeed and to Thrive*

2 Date: 2019-07-16a

3
4 Dear Board of Education,

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

13
14 Emotions, one of the foundational pillars of psychological theory, are commonly conceived
15 as aberrant and destructive forces which drive biological changes. This letter is an
16 introduction to a new perspective which shows (1) this is a misconception of emotions and
17 (2) a corrected representation of emotions reveals their evolved biological role in the
18 maintenance of individual health and well-being.

19
20 According to current psychological theory, destructive and aberrant emotions must be
21 managed because of emotions' influence upon biology. The development of emotional
22 intrigue as found within the interplay of literary characters aligns with the paradigm of
23 emotions as expounded in today's psychological theories. Many literary plots are driven by
24 the characters' mismanagement of their emotions or are even controlled and driven by their
25 emotions of the moment.

26
27 I am proposing a different emotional paradigm from that which I have just described above.
28 From an evolutionary perspective, there must be a positive correlation between

(1) a cognitive awareness of strength, vigor and well-being, (2) an actualization of a physiology of strength, vigor and well-being, and (3) the neural networks associated with the emotions of pleasure. Biochemistry, both at the molecular level and at the neural network level, must sustain the correlations between (1) the cognitive knowing of, (2) the actualization of, and (3) the feeling of strength, vigor and well-being as well as (4) consciousness's perception of good feeling emotions. Simply put, if these correlations did not exist in this way, a being would have a low probability of survival.

Imagine what would happen to a person who is drunk and (1) thinks of themselves as strong and capable, but (2) in actuality they are quite confused and clumsy and (3) they feel great and very confident! They perceive themselves as quite capable of driving across town in rush hour traffic. What is their probability survival? (These arguments are developed further in Section 2: "Emotions as an Evolved Biological System" in the attached Symbiotic Psychology book.)

We have evolved to be joyous beings. An individual's mental and physical health depends on their seeking and finding cognitive activities of knowing, namely, perceiving, recognizing, conceiving – which includes imagination and inspiration – and reasoning that feel good. From a biological perspective if it emotionally feels good, it is good

There is a key difference between a new paradigm of "emotions guide cognitive behavior" and current textbook understanding of "cognitive behavior regulates emotions." Within the construct of "cognition regulates destructive emotional behavior," it is the *intellect* which identifies, determines, and defines destructive emotional and biological behavior as well as identifies, determines, and defines the cognitive behavior which causes this destructive emotional behavior. Within the construct of "emotions guide cognitive behavior," it is the very presence of negative *emotions* which identifies, determines and defines destructive cognitive and biological behavior. If emotions are the perception of physiological

Dear Board of Education: Empowering All Students to Succeed and to Thrive

1 biochemistry, then negative feeling emotions are the indication of very real aberrant and
2 destructive *cognitive* and biological behavior.

3
4 The distinction between emotional regulation and cognitive regulation is critical. Within
5 severe mental illnesses such as psychotic mania or suicidal depression, whether emotions are
6 being regulated or cognition is being regulated can be very consequential, especially with the
7 use of pharmaceuticals. Both the patient and the therapist use emotional feedback as a
8 meaningful measurement and understanding of the cognitive processes being utilized by
9 consciousness. But emotions that are demonized as aberrant, destructive, and so out-of-
10 control that they must be regulated and brought under control, cannot also be used as a
11 trusted feedback mechanism. This mechanism evolved over millions of years for the
12 individual's health, well-being, and survival. Medications and practices that aim to regulate
13 and control emotions invalidate the very therapeutic process that aims to rely on this
14 mechanism for healing.

15
16 The success of our teachers in life – whether they are our parents, teachers and other students
17 in school, religious leaders, bosses at work, or the powerful academia, political, and business
18 leaders who set the stage for our lives – is in their ability to empower us with the skills and
19 abilities to think and to feel good, and to help us move our thought and debate up into the
20 mammalian brain. Here, a 'what feels good, is good' mentality can evolve into broader and
21 greater awareness of both short and long-term consequences and decision-making and action
22 can mature into greater complexity and imagination. With such education and personal
23 development, 'what feels good, is good' can have a compassionate foundation for existence.

24
25 What is the purpose of education if it is not to provide the tools and training for a successful
26 adult life? And where is success without the joy and passion that signifies mental and
27 physical health and well-being? Can education be called a success if it does not provide the
28 understanding and training of a personal cognitive-emotional system which has evolved for

1 the actualization and maintenance of mental and physical health and well-being? Education
2 should not be confined to developing a student's cognitive skills without also understanding
3 the importance and significance of their emotional connection to happiness and joy.

4 Cognition, physiology, emotions and consciousness have evolved together as a synergistic
5 team. The nature and effective employment of these synergies should certainly be part of our
6 educational curriculum. And this means teaching and developing the students' skills and
7 abilities to accentuate happy and joyous cognitive and behavior endeavors.

8
9 To have cognitive-emotional wisdom is to have the cognitive and emotional understandings
10 and abilities *to avoid acting from* the lower platforms of despair, depression, and anger.

11 Cognitive-emotional wisdom means to have the cognitive tools and agility to move up the
12 emotional staircase and *to act from* the higher platforms where good feelings of clarity,
13 health and vigor reside. Section 7.0: "Cognitive-Emotional Wisdom" of this book discusses
14 a variety of cognitive-emotional wisdom themes relevant to today's culture and society. But
15 it is Section 8.2: Cognitive-Emotional Rehabilitation and Strengthening Exercises – a
16 student's "Superhero Toolkit" – that contains the heart of developing a K-12 curriculum with
17 activities that reinforce the synergies between mind, body, emotions, and consciousness.

18
19 I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
20 *Consciousness* so people would understand that there are other answers to their emotional
21 turmoil that modern psychology has failed to understand. My hope is that as you comprehend
22 my words, current illusions about emotions will be lifted and you will understand emotions'
23 scientific significance *through your own personal reflection* and thereby understand any
24 possible dogmatic bias of emotions that exists throughout a school district's curriculum.

25 Some of the key word/phrase indicators demonstrating a lack of comprehension that
26 emotions are the perception of biological conditions caused by cognition are: aberrant and
27 destructive emotions, emotional disorder, emotional regulation, emotional addiction, anger

Dear Board of Education: Empowering All Students to Succeed and to Thrive

management, “control your emotions” and “you are emotionally out of control”. These, as well as depression, emotional trauma, and posttraumatic stress disorder (PTSD) need to be used with the understanding that emotions are a perception biological conditions caused by cognitive activities. This construct is further developed in Section 3.0: “Depression: Mental Illness of Mental Injury” of *Symbiotic Psychology*, the book

Enclosed is the current revision of *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. And for an easy assessment by anyone, the book can be downloaded at <http://emotional-evolution.com/>. Please feel free to contact me with any questions or concerns you may have. This book was written to offer a basic understanding of what is necessary within a K-12 curriculum that empowers *ALL* people – especially those who are socio-economically disadvantaged – with the tools needed to, not only survive, but thrive in today’s chaotic world of uncertainty, mis-information, and cultural division.

Sincerely,

Andrew Jackson

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Post Script:

“There is a danger of medications masking destructive cognitive behaviors that normally are exposed through erratic, abnormal, and convoluted *emotional feedback*. If these emotional reflections of aberrant mental and physical behaviors are ignored or camouflaged with pharmaceuticals and if irregular *cognitive behavior* is left unaddressed without proper psychological counseling and therapy, cognition may fester unabated and create a myopic

1 vortex of circular mental and physical behaviors. This psychosis can break out with
2 disastrous consequences to the patient and to others, who may become characters in a
3 manically-conceived tragedy played out in real life.” (ref: Jackson, A., 2019. *Symbiotic*
4 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. Section 6.2
5 Masking Neurological Processes)

Emotions

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

1 **Subject: *The Linguistics of Science and Shakespeare***

2 Date: rev2019-07-16a

3
4 *Any attempt to understand and affect the internal human environment must be taken with*
5 *an understanding of the changing biochemical conditions of that environment. Emotions,*
6 *within a different paradigm, may just be the indicator needed by the general public to (1)*
7 *interpret this vast and complex internal environment of changing biochemical conditions*
8 *and for (2) understanding and guiding their own cognitive and physical behavior towards*
9 *their own health and well-being.*

10
11 Dear Researcher,

12
13 Emotions, one of the foundational pillars of psychological theory, are commonly conceived
14 as aberrant and destructive forces which drive biological changes. This letter is an
15 introduction to a new perspective which shows (1) this is a misconception of emotions and
16 (2) a corrected representation of emotions reveals their evolved biological role in the
17 maintenance of individual health and well-being.

18
19 I am writing to you because I believe there is an important connection between linguistics
20 and current misrepresentations of the nature of cognition and emotions and their biology
21 within modern psychological and psychiatric theory that also impacts the study and practice
22 of internal medicine.

23
24 Have English speaking researchers' core beliefs of emotions – which may have been
25 linguistically molded from childhood through family interactions and in later years through
26 reading literary works such as Dickens's *Great Expectations*, Poe's *The*

Dear Researcher: The Linguistics of Science and Shakespeare

1 *Raven*, and Austen's *Pride and Prejudice* – impacted their current understanding and
2 scientific research about emotions and cognition?

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

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

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

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

Dear Researcher: The Linguistics of Science and Shakespeare

1 I am proposing a different emotional paradigm from that which I have just described above.
 2 My question to you is: “how does existing emotional ideology as described above, and the
 3 resultant linguistic understanding of emotions, impede one’s understanding and
 4 comprehension of an alternative paradigm, which is similarly developed through scientific
 5 principles and logic but which has a different cultural and linguistic basis for
 6 understanding?” The following is a brief presentation of an alternative understanding of
 7 emotions.

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

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

Dear Researcher: The Linguistics of Science and Shakespeare

1 neurological activity, thus causing a feedback loop similar to the reverberation effects of a
2 microphone too close to a
3 speaker. But it is still cognition which drives biology, not emotions, and therefore it is these
4 cognitive activities that must be managed, not emotions. Emotions have evolved as a
5 feedback mechanism to guide cognition for the biological health and well-being of the
6 individual.

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

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

Dear Researcher: The Linguistics of Science and Shakespeare

1 The significance of this paradigm shift can be further realized within today's psychological
 2 and pharmaceutical therapy. If emotions are demonized as aberrant
 3 and destructive within an emotional disorder, how can a patient confidently utilize emotions
 4 to guide cognitive behavior? If pharmaceutical therapy targets presumed emotional
 5 aberrations, the very evolved nature of emotions to guide cognition is sabotaged. Emotional
 6 regulation demonstrates a lack of understanding of how emotions have necessarily evolved
 7 for the survival and thriving of our species.

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

16
 17 I am interested in how the researchers within your department might resolve emotions'
 18 reconstruction away from an aberrant and destructive linguistic paradigm – and into a
 19 paradigm of personal cognitive and behavior guidance for the ***mental and physical health***
 20 ***and well-being of an individual*** – within their research, discussions, literary publications and
 21 within any Evidence Based Interventions (EBI) based on a cognitive-emotional correlation.
 22 Since I began voicing my concerns over erroneous psychological and pharmaceutical
 23 therapeutic methodologies, over a million (*MILLION*) Americans have committed suicide,
 24 millions of other people have been put in incarcerating conditions that only amplify their
 25 psychological injuries, and mass shootings continue with no review of the psychological
 26 environments fostering all of these atrocities. Lack of true academic questioning and review
 27 of psychological and pharmaceutical therapeutic practices is a true crime against humanity.

Dear Researcher: The Linguistics of Science and Shakespeare

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

Sincerely,

Andrew Jackson

andrewjackson1903@gmail.com

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



Post Script:

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

1 Subject: **Redefining Therapeutic Success**

2 Date: rev2019-07-16a

3
4 *“The success of our teachers in life – whether they are our parents, teachers and*
5 *other students in school, religious leaders, bosses at work, or the powerful academia,*
6 *political, and business leaders who set the stage for our lives – is in their ability to*
7 *empower us with the skills and abilities to think and to feel good, and to help us move*
8 *our thought and debate up into the mammalian brain. Here, a ‘what feels good, is*
9 *good’ mentality can evolve into broader and greater awareness of both short and*
10 *long-term consequences, and decision-making and action can mature into greater*
11 *complexity and imagination. With such education and personal development, ‘what*
12 *feels good, is good’ can have a compassionate foundation for existence.”*
13

14 Dear Health Care Professional:

15
16 *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
17 *Consciousness* outlines a new paradigm of emotional understanding. Rather than
18 demonizing emotions as aberrant, destructive, out-of-control and in need of regulation
19 because of an emotional disorder, Symbiotic Psychology understands emotions as an
20 evolved sensory system, akin to the sense of pain, giving conscious feedback of a
21 state of physiological biochemistry. Emotions, instead of being regulated by
22 cognitive behavior, are used to guide cognitive behavior for the health and well-being
23 of the individual.
24

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

Dear Health Care Professional: Redefining Therapeutic Success

literature, scientific analysis and experimentation misrepresent this system. In this book I carefully define terminology and give an order and structure to cognition, physiological biochemistry, emotions, and consciousness.

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

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

The *Handbook of Emotion Regulation* (Gross J., 2014) implies within its title that emotions are something to be regulated because emotional disorders exist where emotions are aberrant, destructive, and out-of-control. Gross uses the term *emotional*

Dear Health Care Professional: Redefining Therapeutic Success

1 *regulation* to mean “shaping which emotions one has, when one has them, and how
2 one experiences or expresses these emotions” (Gross, 1998b). But this
3 characterization is flawed. It would be better to characterize the situation as follows:
4 there is a need to shape the cognitive activities of “situation selection, situation
5 modification, attentional deployment, and cognitive change” (Gross, 2014) in order to
6 regulate these processes for a healthy outcome. It is the processes of “situation –
7 attention – appraisal” (Gross, 2014) that need to be regulated. Therefore, it is these
8 *cognitive* activities that should be identified as aberrant, destructive, and out-of-
9 control. The nature of the disorder is *cognitive* and, therefore, there is a need for
10 *cognitive regulation*.

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

24
25 Within the *Handbook of Emotion Regulation* (Gross J., 2014), discussion of the
26 sequence of “situation – attention – appraisal – response,” suggests that *situation*,
27 *attention*, and *appraisal* are causal to the effect *response*. But what are the
28 cause/effect relationships within this emotional *response*, that is, between the

Dear Health Care Professional: Redefining Therapeutic Success

“experiential, behavioral, and neurobiological response systems?” (Gross J., 2014) Gross’ views about cause and effect are unclear. The same lack of clarity arises within the all-encompassing cause/effect order within the “environment” of “thoughts, physical reactions, moods, and behaviors” of *Mind over Mood* (Greenberger, D., Padesky, C., 2016). This lack of a distinct cause/effect order lies in part, or maybe because of, the commonly accepted cause/effect relationship as illustrated in *Cognitive Behavior Therapy: Basics and Beyond* (Beck, J., 2011) where *emotion* is characterized as causal to the effect *physiological response*.

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

Can we reorganize and alter the elements of cognitive behavior therapies without changing the basis of success of these therapies, that is, in their ability to change cognitive activities and cognition, which thereby changes emotional experiences and their correlative physiological biochemistry? What if, rather than viewing *emotions* as causal within a loop which produces the physiological and biochemical responses in the brain and body, we were to view *cognitive activities* as the producers of these physiological and biochemical responses? Emotions could then be understood to be the perception of these physiological/biochemical responses. The conundrum of

Dear Health Care Professional: Redefining Therapeutic Success

emotions both triggering physiological/biochemical responses and being the response to physiological/biochemical changes is relieved, and the research on the effectiveness and success of cognitive behavior therapies is maintained as follows:

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

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

There is a key difference between the paradigms of “emotions guide cognitive behavior” and “cognitive behavior regulates emotions.” Within the construct of “cognition regulates destructive emotional behavior,” it is the *intellect* which identifies, determines, and defines destructive emotional and biological behavior as well as identifies, determines, and defines the cognitive behavior which causes this destructive emotional behavior. Within the construct of “emotions guide cognitive behavior,” it is the very presence of negative *emotions* which identifies, determines

Dear Health Care Professional: Redefining Therapeutic Success

1 and defines destructive cognitive and biological behavior. If emotions are the
2 perception of physiological biochemistry, then negative feeling emotions are the
3 indication of very real aberrant and destructive cognitive and biological behavior.
4

5 Emotions provide meaningful and necessary insight into a person's cognitive
6 activities and their resulting constructive or destructive biological and physical
7 activities. Both the therapist and the patient can use emotions to guide personal,
8 psychological, and psychiatric activities. That which feels good is good
9 (biologically), that which feels bad is bad (biologically). Intellect's role, rather than
10 to define and regulate aberrant and destructive emotions, should be found in its
11 creative capacity to define *cognitively* that which is wanted and desired and which
12 feels good, while in keeping with personal and, to some extent, societal and religious
13 ethical codes of behavior.
14

15 The great advantage of this adjustment of a paradigm is that now cognitive behavior
16 therapies may very well prove to be a more effective and robust tool in the treatment
17 of severe bipolar and psychotic disorders, suicidal depression, and other very
18 demanding illnesses. With emotional guidance training and with a new battery of
19 pharmaceutical medications emphasizing cognitive self-management, true healing
20 may become the new norm. These new pharmaceuticals should only be used as a
21 temporary crutch to aid the patient's conscious control of cognitive behavior as
22 guided by their own emotional guidance.
23

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

Dear Health Care Professional: Redefining Therapeutic Success

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

Sincerely,

Andrew Jackson

2018-12-17



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Gross, J. (2014). *Handbook of emotion regulation*. New York, NY: The Guilford Press

1

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,

Dear Patient: Become Your Own Superhero

1 under these miserable conditions, that will make you feel a little better, make you feel a little
2 less pain? Can you do something for yourself today? And can you do it again the next day?
3 And the next?” From then on, I made the time to bath in the light of our apartment’s
4 swimming pool. With my face mask and snorkel on, I just stared at the drifting shadows at
5 the bottom of the pool.

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

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

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

Dear Patient: Become Your Own Superhero

1 I found that success means bringing a “healthy attitude” to life and to the daily, moment to
 2 moment decisions, especially to the choices that are made on what to think and dwell upon. I
 3 found that a healthy attitude means having the desire and intention to choose ideas, thoughts,
 4 beliefs, concepts, awarenesses, deductions, reasons, dreams, and imaginations that *feel good*.
 5 I found that people who are successful enjoy life because they have made a decision to focus
 6 on what feels good. I found that success and having what you want means learning how to
 7 feel better. I found that health and well-being are dependent on focusing on what feels good
 8 and that mental health absolutely depends on the ability to focus on what feels good.

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

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

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

Dear Patient: Become Your Own Superhero

1 feel good, it isn't good, for you or anybody around you. You have to become your own
2 'superhero'.

3
4 Life can become good! Here is a psychology and therapy for anyone to use. If your life or the
5 life of some you know hasn't been improving with the 'help' they are getting.... here is what
6 worked for me. I know it can work for you. Become your own superhero and take charge of
7 your own life: <http://emotional-evolution.com/>.

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

14
15 Good luck! "Life is a state of mind" (from the movie *Being There*). Make your state of mind
16 one you like. It all can start with an intention to do something to feel less bad today! With
17 this one step, to do something to feel a little better, you will learn that you do have a
18 power.....not the power of a victim, but the power of a warrior, of a warrior knight, of a
19 "Jedi Knight" (ref. Star Wars movie).

20
21
22 Sincerely,

23
24 Andrew Jackson

25 2018-03-23



1 Subject: *Escape from Alcatraz*

2 (rev2018-04-13a)

4 Dear Prisoner (of War),

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.

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.

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.

Dear Prisoner (of War): Escape from Alcatraz

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

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

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

Dear Prisoner (of War): Escape from Alcatraz

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

11
 12 That was another lifetime, another life I was then living. It all changed when I took
 13 responsibility for my life. My circumstances for being in jail were not my fault, but they
 14 became my responsibility. As long as I was a victim, as long as I got angry and blamed 'God
 15 knows who...', as long as I looked everywhere but within my own heart and soul, I was
 16 going to remain in prison...

17
 18 I am now looking out my window at a cold Wisconsin winter's end. It is cloudy, and the
 19 leafless trees make a bleak silhouette against the gray and dark sky. I love the freshness of
 20 the cold and the brilliant whiteness of winter's snow and the stillness of our frozen lakes. It is
 21 a very quiet time of year, a time of hibernation, but also a time of exhilaration. Spring will
 22 be here soon, and everything will be turning green, the leaves will be coming out and the
 23 birds will be returning with their happy songs of cheer.... I am happily married. We met in
 24 the want ads about 18 years ago. Life did get good for me. I got out of jail, cured my
 25 'mental instability' and I have been having some good times boating on the water, watching
 26 football and having barbecue cookouts with my friends. I changed my life and if you listen
 27 closely, you will walk out of that cell and find your own good times with friends and

Dear Prisoner (of War): Escape from Alcatraz

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

3
4 Sincerely and with love and respect,

5
6 Andrew Jackson

7 2018-04-06



Part 2:

The Theory of Symbiotic Psychology

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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

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1.0 Symbiotic Psychology

The physical pain of a hand on a hot stove brings about a very natural reflexive response: the pain is a signal to get the hand off the stove. The feeling of pain is significant to the health and survival of the body. A person cannot perceive the pain of putting their hand on a hot stove without first putting their hand on the hot stove. It is the hot stove that is altering the biochemical physiology of the hand, which consciousness perceives as pain.

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

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

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

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

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

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

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

1.0 Symbiotic Psychology

1.1 Introduction to Symbiotic Psychology

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

But aren't emotions also giving signals? Certain cognitive perceptions, thoughts and actions feel good. Other cognitive perceptions, thoughts and actions feel bad. This feels good; this feels bad. What is the significance of understanding emotions as an evolved biological guidance system for cognitive behavior? What is the neurological liaison between mind, body, emotions and consciousness that promotes health and well-being? How can this relationship be exploited to develop more effective psychological and pharmaceutical therapies? How can this relationship be used in daily, moment to moment decisions towards 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

1.2 Cognition, Emotions, Physiology and Neurology

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

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

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

1.0 Symbiotic Psychology

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

1.3 The Four Postulates of Symbiotic Psychology

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

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

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

2. Evolved Cognitive/Emotion Correlations: The cognitive construct of emotions

evolved out of the necessary correlative relationships between cognition, physiological biochemistry, emotions and consciousness that promoted life throughout the ages. Emotionally feeling good must correlate with (a) the body's physiological biochemistry of health and well-being, (b) the mind's knowing of health and well-being, and (c) an actuality of physical health and well-being.

Therefore, cognitive activities should not dwell within emotionally negative events but, rather, should continue an iteration of various cognitive activities until emotionally good feelings reflect physical health and well-being and a focus upon that which is wanted and desired.

3. Feels Good is Good: Whether one is perceiving emotions, feelings, or affect, it will

boil down to some aspect of feeling good or feeling bad. And, within the consequences of evolution, feeling good is healthy and right, and, feeling bad is not.

Because this basic emotional system of feels good is good evolved out of the reptilian brain of might *is* right, parenting and community education and training must strive to push moral and ethical debate up into our mammalian brain where a more complex

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

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

1.4 Author's Note:

Within the United States – every year – 44,000 people kill themselves. (<https://afsp.org/about-suicide/suicide-statistics/>) How many of those people made a decision, consciously or unconsciously, to reject help from modern psychological and pharmaceutical therapy? What about the mass shootings with the killing of innocent men, women, and children? Why aren't these mentally ill perpetrators reaching for help? Also, as a result of neuroplasticity, every person has the neurological capacity to change and develop new interpretations of and responses to his or her environmental stimuli. The irreverence of 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

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

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2.0 Emotions as an Evolved Biological System

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.

2.0 Emotions as an Evolved Biological System

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

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

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

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

2.0 Emotions as an Evolved Biological System

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

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

2.2 Cognitive Imagination and Evolution

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

2.0 Emotions as an Evolved Biological System

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

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

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

2.0 Emotions as an Evolved Biological System

2.3 Conclusion

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

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

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

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

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

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, they are 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.

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

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

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

3.2 Responding to a neurological emotional guidance network

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

People who are healthy, happy and successful in life use their power of consciousness to 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

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

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4.0 Cognitive-Emotional Rehabilitation

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 they
13 actually do feel better in the present, rather than reaching for some goal to be realized in the
14 future. These cognitive activities may simply change emotional experiences from painful to
15 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 their own emotional guidance system. “Wellness” ultimately means to have a
20 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

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

4.1 Emotional Guidance

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

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

4.0 Cognitive-Emotional Rehabilitation

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

4.2 Defining Mental Health and Well-being

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

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

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

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

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

Once a patient learns to maintain their own physical and mental well-being by acting from a positive emotional state, then a new learning process begins: one which delves into the ethics of these actions and thus develops a comprehension of “right” action. We live in an 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.

Part 3:
The Practice of Symbiotic Psychology

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5.0 Psychological Therapy

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

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

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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 their 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 their emotional guidance in a natural and healthy manner to ‘get their mind off the
12 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

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

Medications can be very effective in “normalizing” external behavior from an observer’s perspective, but what are these chemicals doing to the cognitive-biochemical-emotional 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

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.

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

These new types of pharmaceuticals would aid individuals in their abilities to use their own cognitive skills and reflexes to co-function with their emotional guidance systems. These new medications would aide and empower consciousness either to take the mind off the negative downward cognitive spiral of depression or to take the mind off the out-of-control upward cognitive spiral of mania. As a patient's new skills are developed and new neural circuits are cultivated, the need for and the types of pharmaceutical assistance change. There 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.

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.

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

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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 their 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.

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

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 they may go from despair to anger, from anger to frustration, from

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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

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

The mind and body exist within a multitude of conditions and activities, all creating a symphony of emotional feedback and harmonies. It is these harmonies and disharmonies that individuals must bring together as they conduct the symphony of their lives' creations. The primary goal and objective for society and its members should be to nurture and guide individuals into their own beings as creators of their own lives. Much too often, societal and individual actions create schisms between individuals and their own personal emotional guidance, sometimes innocently, sometimes with benevolent intent, but sometimes with malicious intent to manipulate individuals for ulterior purposes, such as exploitation or control.

7.1 Development of Cognitive-Emotional Wisdom

The narrowness of myopic mental vision and perspective plays a role in mental illness and aberrant behaviors to strive for action that is not myopic but, rather, integrates the totality of a person's cognitive and emotional universe. Just as the various sections of an orchestra must be aware that they are playing in the same key to remain in harmony, the various aspects of a person's consciousness and very being must find harmonious integration for the person to remain whole and mentally healthy. Otherwise the dissonance that can develop 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

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1 “emotionally out of control” but, rather, they are “cognitively out of control” because it is the
2 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)

7.0 Cognitive-Emotional Wisdom

7.2 Trauma and Addiction Corrupting the Cognitive-Emotional Relationship

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

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

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

7.3 Cognitive-Emotional Wisdom in Education

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

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

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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.

7.4 Criminal Justice Reform: The Unalienable Rights of Life, Liberty and the Pursuit 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

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

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

7.0 Cognitive-Emotional Wisdom

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

7.0 Cognitive-Emotional Wisdom

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

7.0 Cognitive-Emotional Wisdom

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?

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.

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

7.0 Cognitive-Emotional Wisdom

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.

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

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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.

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***

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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.

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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 they use to develop the body. How many athletes can name
18 ten cognitive/emotional exercises they use to enter and to sustain the synergistic harmony of
19 mind, body, and emotions necessary for success (see 8.2: *Exercises in Cognitive-Emotional*
20 *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 ‘their head’ is getting into their game of success or into their game of failure. The
8 question is, “does an athlete have the discipline to listen and the skills and training necessary
9 to make the cognitive adjustments needed when the competition demands them?”

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.

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*

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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.

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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

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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*."

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.

17 References/Background Reading:

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19 <https://www.mindful.org/rewiring-your-emotion>

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8.0 Cognitive-Emotional Therapy

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-

8.0 Cognitive-Emotional Therapy

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

8.0 Cognitive-Emotional Therapy

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.

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.

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 or feel a little less bad.

8.2 Cognitive-Emotional Rehabilitation and Strengthening Exercises

(Your Superhero Toolkit)

15 *All these tools are methods for changing destructive and aberrant cognitive activities into*
16 *constructive and useful cognitive activities. This list of tools is, by any means, incomplete.*
17 *As Aurobindio Ghose states in The Synthesis of Yoga “all life is yoga” (ref. 8-3) and even*
18 *work itself qualifies as a means to develop one's cognitive muscles. Qualified experts are*
19 *readily available in all these areas of endeavor. Emotions act as a guide because emotions*
20 *give cognition feedback via their perception of the body's physiological and biochemical*
21 *state of being. These body conditions are generated by the cognitive activities of the reptilian*

8.0 Cognitive-Emotional Therapy

1 *and mammalian brains. Awareness of whether emotions are basic responses to reptilian*
 2 *cognitive activities or responses to complex mammalian cogitative activities, aids in the*
 3 *understanding that some tools will be more effective than others. Rather than understanding*
 4 *the differences in basic and complex emotions, it is far more important to develop an*
 5 *awareness of what is working and what is not working for you to feel better.*

8.2.1 Focusing on That Which Is Wanted

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

8.0 Cognitive-Emotional Therapy

1 Individuals can't focus on what they don't want and simultaneously have positive emotions.
2 We may use positive words, but if the emotion behind our words is still negative, nothing
3 changes. When words and phrases are positive but the emotional state behind such words
4 remains negative, mental activity is still negative and unhealthy. The emotions connected
5 with the mental activities are the guiding factor or, more precisely, the physiological
6 biochemical alterations produced by cognitive activity that consciousness perceives as
7 emotions are the guide. Focus and awareness need to be on the emotional state. When it
8 changes from negative to positive, positive-sounding words become honest and in harmony.
9 The conversation revolving around a subject now leads towards health and well-being. The
10 challenge is to continue to modify the attributes of the conversation in this healthier direction
11 and to bring forth more and more positive emotions.

12
13 But the engineering mind and the gamer mind (as in chess) seem to develop positive
14 emotions while identifying and holding a problem in stasis, while searching for and allowing
15 solutions to 'come to mind.' The design of the prefrontal cortex seems to be integral to this
16 process. It functions by holding 'what's not wanted' – which stimulates negative emotion –
17 in the right prefrontal cortex and the desired outcome of 'what's wanted' – which stimulates
18 positive emotion – within the left prefrontal cortex (ref. 8-4). The precise nature of these
19 prefrontal cortex activates needs further research.

*8.0 Cognitive-Emotional Therapy***8.2.2 Reframing and Appreciating**

To appreciate a person or persons means to find something of “value” within them to focus on, which stimulates positive emotional responses. To appreciate a situation means to find something of value within the situation to focus on. Appreciation means to make the effort to dwell on some emotionally positive aspect of a person, place, or event that brings about good emotional feelings. “This rain means we can’t go for our walk, but we *can* catch up on our reading.” The subject matter doesn’t change. It hasn’t stopped raining, but the rain’s positive attribute is brought forward and the emotional state improves. Or as the saying goes, make lemonade out of lemons. The issue is found in the lack of understanding within these common phrases: ‘it is good’/ ‘it is bad’ or ‘it makes me happy’/ ‘it makes me sad’. All these common phrasings misplace the responsibility ‘I’ have in creating ‘my own’ emotional state of being.

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

Listing the emotionally positive attributes of persons or events requires the work and effort needed to use emotions to guide one’s focus from emotionally negative aspects to

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1 emotionally positive aspects. But once these emotionally positive attributes are identified and
2 they become first in a series of thoughts, the actions and events which follow will become
3 healthier. Remember, the primary goal in these exercises is to bring about emotionally
4 positive cognitive activity which correlates with a healthy lifestyle. Appreciating nature is a
5 wonderful method for extricating oneself from the harsh ‘realities’ of a negative world and
6 into another, no-less-real ‘reality’ of the beauty and marvel that also exist in our world.

8.2.3 Touchstones

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

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8.2.4 Acts of Kindness

A healthy lifestyle means to live – and to act from – an emotionally positive place. An emotionally positive action develops a pathway to a healthier lifestyle. One method to bring up the emotions of a positive lifestyle is to perform acts of kindness. This extends the mental exercise of appreciation outward and into the world. It begins the unveiling of a new life of well-being. A kind act may be as simple as petting a dog or a cat, smiling at a waiter or waitress, cleaning a room, or washing a car. The good feelings of a kind act toward others make the reality of an emotionally positive world more real. It stands as a great contrast to the emotionally negative world that a person is trying to leave behind.

8.2.5 Distractions

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

An odd correlative approach is to go to a *more* emotionally negative movie. The old unyielding cognitive activities have now been displaced onto a different scenario – the movie

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1 – from which it may be easier to emotionally reframe into more positive emotions. But this
2 could also go the wrong way...

3
4 Going to a bar for a few drinks with friends may seem be a very effective means of
5 distraction, but much too often this distraction, just like drugs and medications, may be seen
6 as the final solution, and the subject of angst is never re-approached and resolved.

8.2.6 Meditation

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

18
19 These methods of calming the mind and 'emptying it of thought' are a means to allow more
20 emotionally positive thoughts to replace the old. A person will feel better because mental
21 activity has been removed from the subject of angst, but the real fruit of this labor comes

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1 when new, more emotionally positive thoughts are allowed to grow and prosper. It is always
2 necessary to quiet the mind to allow room for these new ideas to sprout and grow.

8.2.7 Sports

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

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8.2.8 Music and the Arts

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

8.2.9. Creative Writing and Writing Memoirs

Creative writing and especially writing of one's own memories can be very therapeutic by reconstituting past traumatic events into new healthy and prosperous cognitive-emotional behaviors with resulting new and constructive physical behaviors. Writers would benefit from an instructor with strong psychological and therapeutic skills to safeguard from personal wallowing and accentuating old and traumatic events rather than using these events as stepping stones – or spring boards – into emotionally positive desires, visions, and dreams. Writing and bringing old traumas to the light for others to read should be just that, bringing trauma into the light where these events are exposed for personal purposes of self-

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transformation into a new, exciting and healthier life style where the mind, body, emotions, and consciousness harmoniously work together to bring a new peace, happiness, and joy.

8.2.10. Stop Going There

Maybe a subject is so vast and unyielding that the only solution is just to ‘not go there.’ There is no solution, view point or aspect that elicits positive emotions. Avoidance may not be ‘how I was brought up’ or ‘politically correct’ but it may be important for a person’s health and well-being. “That is not your problem” may be the best advice a therapist can give for developing a patient’s health. There is an important lesson here in valuing personal health and well-being and the role of the personal emotional guidance system over the values imposed by society and others. For example, fixating on world hunger can become overwhelming. If a person isn’t able to view or evaluate such a subject and emotionally feel good about the ‘good’ they can do, perhaps it is a subject for that person to put aside.

8.2.11 Having Compassion for Self

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

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8.2.12 Using Religious Ideals

“to Walk within God is to Walk within Joy”

There are many aspects of the world’s religions that pertain to easing the mind of its burdens. There are the Sufi dances of peace; there are the Hindu practices of yoga which means union with God; and there are the Buddhist meditations for enlightenment to reach Nirvana and the cessation of suffering; and the songs of Jewish cantors or Christian chants have a similar effect. Religious practices can be explored with patients who are so inclined. Personal emotional awareness and wisdom are important because within religion are also ideas and beliefs that, rather than bringing about an experience of salvation and peace, simply invite “hell on earth.” Emotional guidance is about controlling one’s own activities, not about controlling others.

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

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1) “When I let go of what I am, I become what I might be.” Lao Tzu

(brainyquote.com)

2) “May God console you among the other mourners of Zion and Jerusalem

(*Ha'makom yenaheem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim*).”

(myjewishlearning.com)

3) “Sadness is the heart telling you to find Allah. Depression is not listening to your

heart. Comfort is remembering Allah is always there.” Yahya Adel Ibrahim

(islamicquotesdb.com)

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

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

6) “Happiness radiates like the fragrance from a flower and draws all good things

towards you.” Maharishi Mahesh Yogi (brainyquotes.com)

7) “There is no path to happiness: happiness is the path.” Gautama Buddha

(quoteideas.com)

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8) “Before becoming a Sikh, a Muslim, a Hindu or a Christian, let’s become a human first.” Sri Guru Nanak Dev Ji. (<https://beartales.me>)

8.3 Cognitive-Emotional Wisdom in Therapy

Emotions have value. They are important. But to have value and to be important emotions must be used as they have evolved. The presence of negative emotions did not evolve to add fuel to the fire and escalate emotionally negative situations accelerating the emotional downward spiral. Like a runaway train down a mountain, there is not going to be a good outcome. The question is, can a person become the observer-self? Can the person separate him or herself from the pathos of the moment....and STOP (ref.8-5, 8-6)? Can the therapist help a person become empowered to stop, and act upon a negatively-charged situation in a more emotionally positive direction? The quicker one realizes that they are on a run-away train, spiraling out of control, the easier it becomes to stop the downward and emotionally-negative train of thoughts and actions and to start back up the emotional staircase.

Much of a person’s negative emotion comes from dwelling on the undesirable actions of others. Try telling someone who is angry at someone to look at what thing want in order to feel better and that angry person may reply, “I will feel better when I punch him in the face.” Or, “when my brother stops doing that, then I will feel better.” That is, when the proverbial “they” stop doing “whatever,” then “I” will feel better. To depend on someone else’s behavior changing in order to feel better is a trap. It requires that every person in the world

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1 who doesn't do as you like must change. Is that really a reasonable expectation? The need
2 for action can and should be satisfied, but action from a positive emotional place is far
3 different and more effective than action taken in anger.

4
5 Cognitive-emotional wisdom isn't only about moving up the emotional staircase when
6 circumstances and events are conducive to upward movement, it's also about having the
7 discipline and fortitude to resolve the internal struggles and to create the mental and
8 emotional harmony necessary for action when circumstances and events are not conducive to
9 upward movement. Too many people have the unfortunate life circumstance in which the
10 motivation for stopping the emotional-downward spiral into self-destruction only develops
11 from having already personally followed this path into a barren, despondent wasteland. It is
12 the fortunate few who work and regain their evolutionary roots and relearn how to act from
13 an emotionally positive platform.

14
15 A person may have to focus only on a very narrow and constrained view of the world in
16 order to access and use his or her emotional guidance. A person's world view may be limited
17 to a back yard or to the shadows on the bottom of a pool of water. But as healing occurs,
18 broadening the understanding of how to use emotional guidance in an increasingly vast and
19 complicated world becomes possible and necessary. Developing the cognitive-emotional
20 ability to function in society is one measure of health. A greater measure of health and sanity
21 is to actually enjoy the opportunities society offers. Tens of thousands of years of human

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1 evolution have developed within our species the capacity to use our emotions to guide our
2 cognitive behaviors towards a life of health and well-being.

3
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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.'*

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- 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.

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.

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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.

9.3.2 Emotional versus Cognitive Disorder Management

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.

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...*

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

How easy is it to avoid the effort needed to question one's own thoughts and values and to rework a lifetime of so-called 'useful' core beliefs? A psychiatrist explains to you that, "your condition is the result of an illness. You are not at fault but you must be responsible and take care of yourself and learn to manage your illness. Your responsibility is to now take these medications for *your own benefit*, maybe/probably/definitely for the rest of your life." Your doctor doesn't question their years of education, training and the millions of dollars spent on researching and reinforcing the paradigms of affective disorders, diseases, and illnesses. Who are you to question the seduction of pill therapy, which is only further reinforced when these drugs camouflage any emotional dissonance that existed as signals that you need to alter your own cognitive behavior? And to further dilute your powers of emotional guidance, the pain and agony of chemical withdrawal because of biological

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

9.3.4 Self-Indulgence

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

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

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

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

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

9.3.5 Camouflage, Deception and Trickery

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

Camouflage, deception, trickery, entrapment, and many, many other cunning devices have 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.

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.

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9.3.7 Cognitive and Emotional Entanglement

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

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

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

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

9.0 Emotional Guidance – The Dark Side

possible. Inanities to one population are acceptable and unquestionable truths to another.

Closed, untarnished and free from contamination by outside realities, segregated populations are free to evolve their own myths, constructs and truths....as in the conclusion that “*I deserve death, simply for existing....*” rationalized below:

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

So, the issue really isn’t the absurdity of one paradigm versus another, but what does an individual person do with what they believe:

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

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

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

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

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

9.0 Emotional Guidance – The Dark Side

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 confoundingly
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

9.0 Emotional Guidance – The Dark Side

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.*

9.0 Emotional Guidance – The Dark Side

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

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

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

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

9.0 Emotional Guidance – The Dark Side

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

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.

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.

9.0 Emotional Guidance – The Dark Side

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

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10.0 Conclusion

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.

Appendix: Essays on Emotional Wisdom

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

(rev2007-01-29)

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

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

Each player has their own marvelous emotional system and it is not an 'all' or 'nothing' proposition. Some players may pivot from that feeling of 'blowing it' to 'isn't this wild' in a heartbeat; but for most it will come in steps. It may start in anger and frustration and move from there. It may start even lower, in the disempowering emotions of depression and 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.

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.

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.

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

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

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

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

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

i. ***This reinforced emotional reality*** of criminal behavior diminishes and 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 reformatory 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
 24 Andrew Jackson

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

(rev2019-01-17a)

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 Janeiro, Brazil. But in 1992, I left my job as a quality manager and we moved for her job in El Paso, TX

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

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

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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.

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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

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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....

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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.....

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”.

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.

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

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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-](http://emotional-evolution.com/)
7 [evolution.com/](http://emotional-evolution.com/), where the book can also be downloaded as a PDF.

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.

It is cognitive behavior that 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

(D) *A Cognitive Reconstruction Between Emotions and Meditation*

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.

(D) *A Cognitive Reconstruction Between Emotions and Meditation*

Therefore, as the mind can have destructive and aberrant cognitive activities, it is the resultant emotions which are giving their creator key knowledge, understandings, and insight into these mental activities. Negative, destructive, and aberrant emotions are precipitated by the cognitive activity of the mind. 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 extreme power and value of emotions to the individual is that emotions clearly broadcast to the individual a previously unrecognized aspect of their own cognitive activities.

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

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

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

Andrew Jackson

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 66 is the youngest and Barbie at 71 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.
