

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

(rev2020-07-01a)



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

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

<https://symbioticpsychology.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.

2020-07-01

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

Forward

In the 1930's, my grandmother, Lora Z. Jackson along with John Fowlkes, Ph.D. and my grandfather, Arnold S. Jackson, M.D., F.A.C.S. wrote *The Healthy Life Series* of books:

Making Life Healthful
Healthy Growing
Healthy Bodies
Healthy Living
Keeping Well
Success Through Health

Their "Forward to the Teacher" in these books reads in part as follows:

"It is generally agreed that one of the major functions of public schools lies in the field of health education. A sound program of health education should help boys and girls to establish and practice desirable health habits based upon recent scientific information.

A program of health education such as that just pictured requires texts material which will stimulate the interest of a child in his health, make him conscious of problems of public health, motivate the learning of important and valid facts, and guide the child in the utilization of such facts to maintain his own health and the health of his neighbor. The Healthy Life Series aims to present text material in health which meets the requirements just given."

I believe our public schools must reinvestigate their mission of bringing health and well-being to their students and to the public in general. *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness* represents a roadmap into a new generation of scientific knowledge, information, and understandings of psychological emotional theory necessary for individuals to comprehend and to realize their own physical and mental health, well-being, and prosperity within their daily lives.

Andrew O. Jackson
M.S. Tech Education
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2019-10-20

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.

Dedications and Acknowledgements

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Barbie Jackson, my first mate in charge and keel to our hectic and joyous lives

Honey Bunch, Jennifer, Mindy, Lili and Thomas.... cats' rule

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

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 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. Again, a voice wanted me to stay alive and continue my madness in hell. I said, “I can.”

Neuroplasticity

The neural networks that supported a reality and the cause of violent behavior yesterday, those same neural networks have the physical plasticity to change today and to no longer have the capacity to support that violent reality and behavior tomorrow.

Rather than demonizing emotions as aberrant, destructive, out-of-control and in need of regulation because of an emotional disorder, Emotions-as-Effect Theory understands emotions as an evolved sensory system, akin to the sense of pain, giving conscious feedback of a state of biochemical physiology. Emotions, instead of being regulated by cognitive behavior, are used to guide cognitive behavior for the health, well-being, and prosperity of the individual

The Emotional Paradigm:

The words used to discuss emotions (such as emotions, feelings, and more precisely, fear, anger, and joy) neuro-linguistically combine (1) the cognitive activities that precipitate biological changes/states, (2) consciousness's awareness of these biological changes/states, with (3) some combination of good and bad feeling awareness.

OR:

Cognition excites an emotional neurology that changes the body's/brain's biochemical physiology of which consciousness perceives as some combination of good and bad feeling emotions and feelings. These resultant emotions and feelings and their associated causal cognitive activities are linguistically combined into emotional cognitive constructs such as joy, excitement surprise, sadness, anger, fear, and contempt.

OR:

Cognition is causal to the effect emotion.

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

Emotions-as-Effect Theory

Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are the perception, by consciousness, of a biochemical physiology within the body and the brain precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions and feelings are perceptions of an internal state of biology precipitated by cognition, emotions and feelings are a reflection of, and give insights into, the nature of this cognitive behavior. Also, because emotions and feelings are not causal, emotions and feelings are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive – and causal – cognitive behaviors. Correlations between cognition, healthy biochemical physiology, and good feeling emotions and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions and feelings and an unhealthy biology. Now the question is, how are these correlations between cognition, biology, emotions and feelings, and consciousness understood, nurtured, and developed within a society for an individual's health, wealth, and general well-being through their own successful decision-making and creativity?

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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 along with the necessary cognitive skills, abilities, and motivation to nurture these conditions by employing one’s own emotional guidance.

**Emotions-as-Effect Theory:
The Linguistic Semantics of Emotional vs. Cognitive Regulation
(rev2020-07-01a)**

Abstract

“Goddess, sing me the anger, of Achilles, Peleus’ son, that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment” (Homer, 800-700/2009). With these beginning words written almost 3000 years ago, Homer’s *Iliad* linguistically sabotaged hundreds of millions of years of emotional evolution. The civilized arena was staged for aberrant emotion driving destructive behavior. In turn, this destructive behavior arising from emotional dysregulation and disorder required emotional regulation and control. Emotions-as-effect theory reconstructs the evolutionary bases of good- and bad-feeling emotions as the perception, by consciousness, of a biochemical physiology within the body and the brain precipitated by an evolved and nurtured cognitive neural circuitry. Emotions, feelings, and moods are perceptions of an internal state of biology *precipitated by cognition*. Homer’s emotions, feelings, and moods are a carefully nurtured neurolinguistic cognitive construct of the mind. Contrary to the linguistics of Homer, emotions are not causal, and they are neither destructive nor constructive; rather, they are indicators of the presence of very real destructive and constructive – and causal – cognitive behaviors. The correlations among cognition, a biochemical physiology of the brain and body, good- and bad-feeling emotions, and consciousness are a result of millions of years of evolutionary survival for the health and well-being of the individual. The question is, how will today’s ever-changing technical and political cultures and societies understand, nurture, and develop these same necessary correlations?

Keywords: cognition; evolution; emotional regulation; linguistics; well-being

Emotions-as-effect Theory: The Linguistic Semantics of Emotional vs. Cognitive***Regulation***

Have English-speaking researchers' core beliefs of emotions – which may have been neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions and in later years through reading literary works such as Dickens' *Great Expectations*, Poe's *The Raven*, and Austen's *Pride and Prejudice* – impacted their current understanding and scientific research about emotions and cognition (Tomasello, 2005)? A shared cultural and linguistic development (Bavin, 2012; Allen, 2019) of core beliefs and conceptual understandings about emotions is required for young students to comprehend and follow the emotional twists and turns within these popular English literary works. As students mature and are introduced to the more advanced works of William Shakespeare and others, comprehension is even more dependent upon prior assimilation of cultural and linguistic paradigms (Evans, 2017; Kenrick, et al., 2015). Conceptions of emotions are further reinforced by the logic and reason applied in today's scientific literature, research, and discussions about emotions (Ekman & Davidson, 1994).

The term "emotion" is a misleading linguistic cognitive construct of a civilized, literary, and religious humanity (Bavin, 2012; Noss & Grangaard, 2008) that has caused psychological theory to ignore the dynamic relationship between cognition and emotion within the context of emotion's evolutionary function to modulate cognitive re-processing activities. Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights from the Frontier of Evolutionary Psychiatry* (2019. New York, NY: Allan Lane), "Why did

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natural selection leave us so vulnerable to so many mental disorders?” The short answer is that evolution didn’t; civilized man did.

When the neurolinguistic cognitive construct of emotions (Friederici, 2012; Ingram, 2007) used in religion and literature was created and included both (1) the causal cognitive activities of emotion that change the brain and body’s neurology and biochemical physiology (Maletic & Raison, 2017) and (2) the perceived effect of these same biological changes (Davidson & Begley, 2012; Smith, 2016; Pessoa, 2013), mankind usurped emotions’ evolutionary function. Instead of emotions’ natural evolutionary and symbiotic function of providing necessary regulatory feedback on cognitive activities, emotions became aberrant, destructive, and untrustworthy because they were falsely bestowed the quality of causality to biological changes (Goleman, 2003; Gorwood, et al., 2008; Gross, 2014).

Is it possible to think of emotions as 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? (Brune, 2016; Nesse, 2019; Shackelford & Zeigler-Hill, 2017)

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution (Darwin, 1859; LeDoux, 2019). If any human is to live or even thrive to maturity and have offspring who will continue the survival of the species, might there be an evolved link or correlation between an individual’s (1) emotions and (2) cognitive activities and the (3) body’s physiology?

Emotions-as-Effect Theory: Defining Cognition as Cause and Emotions as Effect

If I may, I would like to offer a reinterpretation of the evolved emotional behaviors in need of emotional regulation. The bottom line is that with the exception of disease, illness, and infection, the neurological and biochemical physiological signatures of “emotional disorders” (Brune, 2008; Maletic & Raison, 2017) are evolutionarily supposed to exist as such when cognitive behavior is ignoring the governance of emotional, feeling, and mood feedback.

Synopsis

- 1) Literature and religion, for thousands of years have used emotion as (1) causal to neurological and biological changes of the brain and body that drive a character’s behavior and (2) the perceived effect of the same changes of the brain and body that a character feels and perceives. The mind has neurolinguistically created a cognitive construct that defines emotions as both (1) causal to neurological and biological change within the brain and body and (2) the perceived effect of this same neurological and biological change. This confusion may be acceptable in the literature and religion, but it is not appropriate for evolutionary biology and linguistic science, which must reconstruct an appropriate definition.
- 2) Emotions-as-effect theory uses the principles of evolution to understand and to define emotions as the good- and bad-feeling perception of neurological and biological changes within the brain and body precipitated by cognitive activities stimulating an “emotional” neurology. This “emotional neurology” is not emotions but rather the neurology that activates the changes in neurological and biochemical physiology of the brain and body that are then perceived as emotions.

Emotions-as-Effect Theory: Defining Cognition as Cause and Emotions as Effect

- 3) Evidence-based practices such as cognitive behavior therapy (CBT), eye movement desensitization and reprocessing (EMDR) with its theory of adaptive information processing (AIP), forgiveness therapy, mindfulness, positive psychology, and interpersonal psychotherapy are all founded on the notion of changing cognitive activities. Cognitive activities are ultimately evaluated by the existence of good- or bad-feeling emotions. This is the use of emotions-as-effect theory.
- 4) Recognizing emotions-as-effect theory within modern evidence-based practices will improve their efficacy because emotions can be re-entrusted with their evolutionary role.
- 5) Evolution has orchestrated, biologically speaking, a morality in which what feels good is good and what feels bad is bad. Now, humanity must nurture new algorithms that pivot emotionally negative cognitive activities onto emotionally positive cognitive activities that reflect a healthy biology and compassion and respect for the self and others.

Definition Notes

- 1) “Cognition” addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving (APA, 2020), where understanding and comprehension can project future consequences and events.
- 2) “Emotional valance” is not used because in the definition, “...the value associated with a stimulus as expressed on a continuum from pleasant to unpleasant or from attractive to aversive...” (APA, 2020), “stimulus” lacks definition and typically refers

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to an exterior environmental factor/event and not to the cognitive activities within the individual's mind.

- 3) The “somatosensory system” is “the parts of the nervous system that serve perception of touch, vibration, pain and temperature” (APA, 2020) and does not incorporate the perception of emotional feelings within the brain and body.
- 4) The relationships between emotions and emotional valance, arousal, and behavior cannot be discussed or understood until a scientific understanding of emotions as an effect of neurological and biological changes in the brain and body precipitated by causal cognitive activities is achieved.
- 5) “Neurolinguistic cognitive construct” suggests that a word and its defining cognitive construct – such as emotion, with its properties of (1) causality to biological change and the (2) effect of the same biological change – have been so woven into the fabric of the mind that this cognitive construct is a neurological aspect of the brain (Costandi, 2016).
- 6) James Gross's process model of emotional regulation defines five steps towards emotional generation, where each step is a “potential target for regulation”: situation selection, situation modification, attentional deployment, cognitive change, and response modification (Gross, 2014). Emotions-as-effect theory uses these steps as potential targets for “re-processing” cognitive activities to generate new biological conditions and states that are then perceived as new emotions.

Background: Emotions as Causal to Biological Change

Emotions-as-Effect Theory: Defining Cognition as Cause and Emotions as Effect

Professor Antonio Damasio sets up the modern psychological theory of emotions at the beginning of his book, *The Feeling of What Happens: Body and Emotion in the Making of Consciousness* (Damasio, 1999). Paraphrased, he has (1st) “emotions induced in the brain”, (2nd) “consequent bodily changes” and (3rd) “feeling could become *known* to the organism having the emotion.” He defines emotions as causal to the biological changes that a person then feels as emotions; that is, emotions are both cause and effect.

James Gross illustrates in his modal model of emotional generation that emotions are a “response” to the cognitive activities of attention to and appraisal of a situation, “e.g., a snake slithering into my tent”. When such moments lead to emotions that are of the wrong type, intensity, or duration for a given situation, we may try to regulate our emotions (paraphrased). “This fundamental insight – that emotions can and should be regulated in certain situations – is well represented over the centuries...” (Gross, 2014)

“Response” is further broken down into its own “experiential, behavioral, and neurobiological response systems” without a clear cause/effect relationship between the experiential, behavioral, and neurobiological systems. However, the linguistics of the very title of his article, “Emotional Regulation: Conceptual and Empirical Foundations”, suggests that emotions are to be regulated because of emotions’ traditionally perceived and inherent quality to be aberrant, destructive, out-of-control, and causal to aggressive and destructive behavior.

The same lack of clarity arises within the all-encompassing cause/effect order within the “environment” of “thoughts, physical reactions, moods, and behaviors” as written in *Mind over Mood* (Greenberger & Padesky, 2016). This lack of a distinct cause/effect order

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lies in part in – or maybe because of – the commonly accepted cause/effect relationship as illustrated in *Cognitive Behavior Therapy: Basics and Beyond* (Beck, 2011), where emotion is characterized as causal to the physiological response.

Emotions in Science, Literature, and Religion

Emotions are perceived in science (Davidson & Begley, 2012) literature (Homer, 800-700/2009) and religion (Goleman, 2003) as potentially aberrant and destructive and in need of management and control even with the use of pharmaceuticals, because emotions are understood and defined as causal to neurological and biological changes that can have a great effect on driving behavior (Barlow, 2014). The mind neurolinguistically combines (1) the cognitive activities of awareness, (2) the changes in the body/brain's neurology and biology, (3) the feelings and perceptions of these same changes in the body/brain's neurology and biology, and (4) the outward behavior into (5) one cognitive construct called emotions (Tomasello, 2005). Within religion and literature, this confusion only adds to the color and mystery of their dissertations, but within science, this muddle is unacceptable.

If emotions are causal to neurological and biological changes in the body and brain, then what term does a professor of psychological science use when discussing the good- and bad-feeling effects of these same neurological and biological changes that a person feels and perceives? The overwhelmingly commonly used and neurolinguistically programmed terminology is emotions.

But then what of the perceived causal nature of emotions? Is it reasonable for psychology as a science to use the same terminology as both causal to biological change and the effect of this same biological change? This is not science. One word, emotions cannot be

defined as both the cause of neurological and biological change and the perceptual awareness of the same neurological and biological change.

Defining Emotion as Effect Only

Here is the problem with these commonly accepted linguistic constructs. A person cannot have an emotional reaction to a snake unless there are first the cognitive activities of perceiving a snake, understanding that it is a snake, and realizing that the snake can be harmful. Only after these cognitive activities actuate the emotional neurology of the amygdala, hippocampus, hypothalamus and other brain physiology can there be biological changes in the brain and body that are emotionally perceived (Davidson & Begley, 2012; Fox, 2008). Yes, there is an emotional response (Gross, 2014), but this response is an awareness of the neurological and physiological changes generated by cognitive activities. The emotional response is not causal to the biological changes that drive behavior. Cognition is causal to the biological changes that drive behavior (reference figure 1 on the following page). Emotional awareness is like a diacritic mark adding emphasis, meaning, and understanding to one's cognitive activities.

A snake can also be causal to a reflexive action (Panksepp, 1994). However, even here, the reflexive action cannot occur until there is first the cognitive perception – or cognitive imagination – of the snake.

Can science retain the definition of emotions as the perceived effect of neurological and biological changes in the brain and body that consciousness feels or perceives and not define emotions as causal to these same changes in neurology and biology? This runs counter

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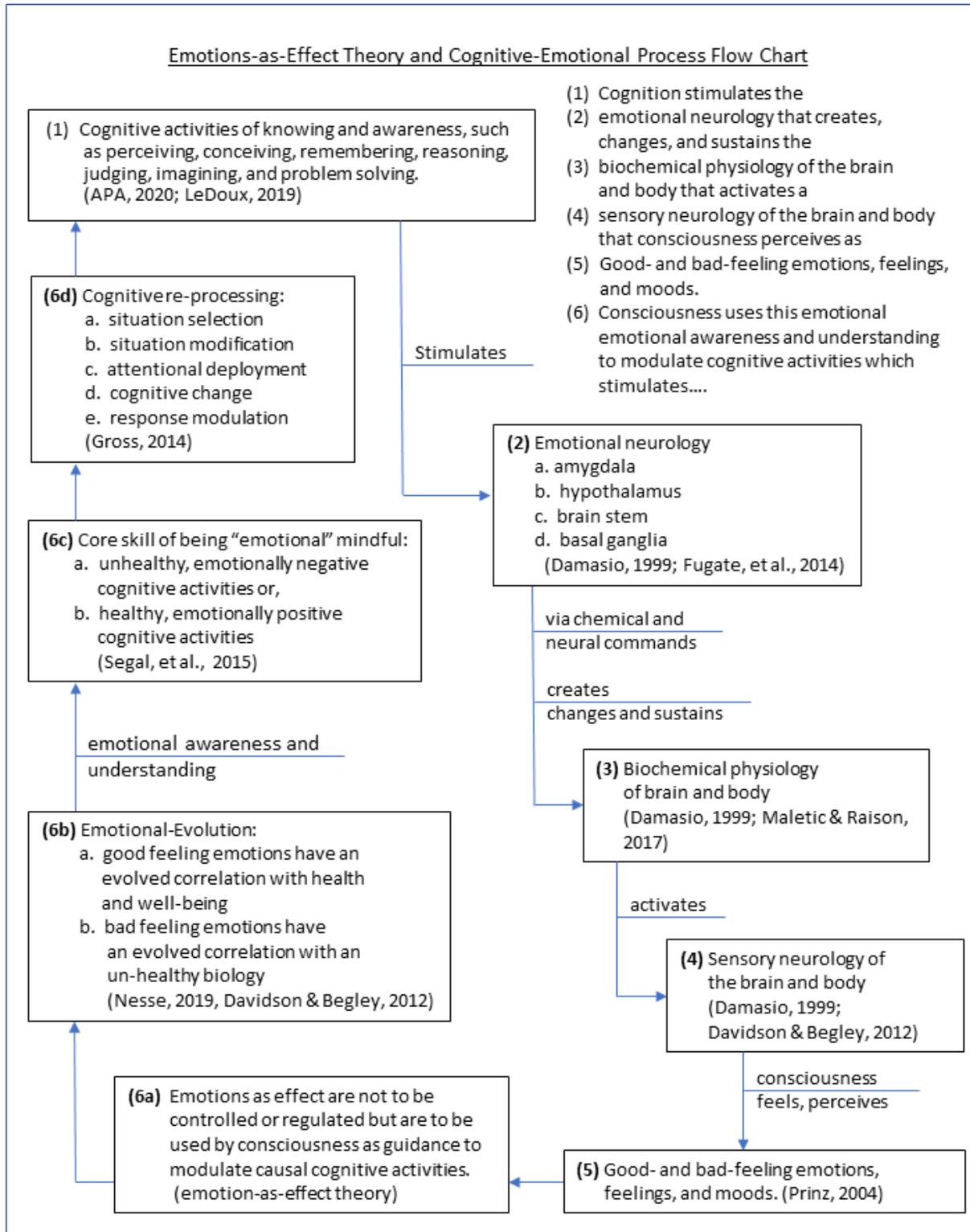


Figure 1 Cognitive-Emotional Process Flow Chart

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to thousands of years of neurolinguistic programming of a cognitive construct that says emotions are causal to neurological and biological changes that drive behavior (Homer, 800-700/2009). Scientific emotional terminology (Ekman & Davidson, 1994) cannot be used as both the cause of neurological and biological changes and the perceived result (i.e., the effect) of these same neurological and biological changes. If emotions are not defined as causal, then what reasonable terminology can be used?

Neurological and biological changes of the brain and body that are felt emotionally cannot occur until the cognitive neurological processes of the brain are actualized. That is, there cannot be an emotional reaction to a person being mutilated in a car accident until the event is – consciously or unconsciously – cognitively perceived, conceived, and understood. The cognitive processing of an event activates an “emotional” neurological network that precipitates any of a number of different combinations of neurological and biological changes that may then – depending upon one’s emotional acuity – be perceived by consciousness as a variety of good- and bad-feeling emotions. As such, emotions are the perception of neurological and biological changes precipitated by cognition (reference Figure 1).

Dashboard Analogy

Emotions are similar to the “check engine” light on the dash of a car. The light signifies problems within the mechanical “physiology” of the engine. The light is not the cause of the problem. The light is not aberrant or destructive but has mechanically “evolved” to bring to conscious awareness any potential problems within the engine. If these

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mechanical problems are left unresolved, they will lead to mechanical breakdown and failure – like what is observed in the biology of depression and anxiety that leads to suicide.

The “check engine” light on the dash of a car is not causal but an effect. The issue is within the engine, not the light. The light is the messenger informing the operator – if remedial action is not taken – of potential engine damage because of existing physical conditions. The light is not destructive and does not need control, management, or regulation. The light provides an invaluable service for the health and well-being of the engine. To ignore the light or to take action upon the light – that is, to control, manage, or regulate the light itself – would be detrimental to the survival of the engine.

Defining Cognition as Cause

The neurological network that activates neurological and biological changes within the brain and body and that is emotionally perceived is referred to as the “emotional brain” or emotional neurology (LeDoux, 1996). This emotional neurology is not the perception of emotions but identifies the neurology – such as the amygdala, hippocampus, and hypothalamus – involved in actuating neurological and biological changes in the brain and body that are then perceived as emotions. As it is the (1) cognitive acts of the perception, conception, and comprehension of, for instance, a mutilated person in a car accident that (2) initiate activity within the “emotional” neurology that (3) precipitates changes within the brain and body that (4) are perceived as emotions, (1) cognition can be defined as causal and (4) emotions are the perceived effect (reference Figure 1).

These definitions differ from today’s contemporary academic psychology, where emotions are defined as both causal to and the effect of neurological and biological changes

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within the brain and body. In emotions-as-effect theory, emotions are defined as the good- and bad-feeling perceptual awareness of these same neurological and biological changes that are precipitated by cognition. This is not a 3000-year-old neurolinguistic emotional construct as used in religion (Noss & Grangaard, 2008) and literature such as Homer's Iliad (Homer, 800-700/2009). This is science. A person driven by anger, jealousy, or greed may be emotionally driven in a movie or book, but in science, these neurologically and biologically induced states would be a product of cognitive activities. The significance of teaching a scientific definition and understanding of emotions – separate from the literary and religious conceptualization – in our educational institutions cannot be overestimated.

A person is not emotionally out of control but cognitively out of control. A person is not suffering from depression because of an emotional disorder and in need of emotional regulation but rather is suffering because of science's linguistic confusion of how emotions have evolved to guide cognitive activities. He/she has a cognitive disorder and is in need of cognitive rehabilitation to develop the abilities and skills necessary to self-manipulate his/her own cognitive activities. (Note: illness and disease that affect emotional biology is another discussion.) Emotions are the good- and bad-feeling perception of neurological and biological changes precipitated by cognition. Cognition initiates or is causal to the changes in neurology and biology that are then perceived as good – or bad – feeling emotions. As such, emotions may be used as a natural emotional biofeedback mechanism and may aid in guiding the individual away from aberrant and destructive cognitive behavior and towards behavior that promotes personal health, wealth, and well-being.

The Illusion of Emotions as Aberrant and Destructive

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Because the cognitive construct of emotions has been neurolinguistically programmed to include (a) the cognitive activities associated with biological changes, (b) these same biological changes that drive behavior, and (c) the perception of these same biological changes, emotions can be deemed aberrant and destructive. However, an emotional reaction to a person being mutilated in a car accident cannot even be had unless the cognitive perception, conception, and comprehension of the event are first actualized. That is, there cannot be an emotional effect to a yet-to-exist causal cognitive awareness and processing of that event.

Because cognition is causal to activating the emotional neurology that precipitates biological changes that consciousness perceives and conceives as emotion, cognition can be aberrant and destructive, but emotions cannot. Emotions are an effect. Cognition is the cause. Emotions, from a scientific point of view – not from the literary or the religious paradigm we have learned from birth – cannot be destructive or aberrant because they are not causal. Emotions as perceived by consciousness do affect cognition and therefore do influence biology, but this perceptual awareness of emotions is a *cognitive activity*.

Emotions are the effect of causal cognitive activity. It is cognitive activity that can be destructive and aberrant. Emotions are but a reflection of that activity. Most importantly, emotions can be used to understand, guide, reframe, and refine emotional and biological negative cognitive activity into emotional and biological positive cognitive activity. The vast array and classification of emotional disorders including somatic disorders, dissociative disorders and borderline personality disorder, which can also be conceptualized as disorders

of extreme emotional dysregulation (Payne, et al., 2014), further disinherit emotions' evolutionary role in regulating cognitive behavior.

Cognitive therapy for depression that concentrates on identifying and modifying maladaptive “core schemas” is a Socratic questioning style (Young, et al., 2014) that overshadows a very simple, self-directed, self-aware style where the very existence of positive or negative feeling emotions, feelings, or moods themselves directly signal the existence of maladaptive thoughts and behaviors. The issue is not to “make progress on short-term goals regardless of how the client is feeling,” (Young, et al., 2014) but rather to re-process cognitive activities towards better feeling thoughts and possible behaviors before taking any action. The roots of bipolar disorder (Miklowitz, 2014), schizophrenia and other psychotic disorders (Terrier & Taylor, 2014) can be a complete dissociation from evolutionary emotional regulatory centers of the brain that modulate cognitive activities. Although this is only hypothetic and needs research, the concept itself only becomes viable when understanding and accepting emotions' evolutionary role in regulating rather than to be regulated.

The Evolutionary Significance of Emotionally “Feeling Good” or “Feeling Bad”

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution (Darwin, 1859). The following scenarios are indicative of evolution's impact on the development of an emotional directive system if any human is to live or even thrive to maturity with offspring to continue the survival of the species.

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- (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. However, 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 a vital biochemical physiology 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 and (2) an actuality of weakness and ineptitude? Such a correlation has limited survivability when climbing trees or foraging across the savannahs in search of 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. 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.
- (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 was 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

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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 with the emotions of pleasure. The biochemical physiology of the individual, both at the molecular level and the neural network level, must sustain the correlations among (1) the cognitive knowing of, (2) the actualization of, and (3) the feeling of strength, vigor and well-being and (4) the emotions of feeling good. Simply put, if these correlations did not exist in this way, a person would have a low probability of survival.

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 negative emotions? If the body needs water, this need must correlate with the mental act of imagining water and 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. Therefore, 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

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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 biochemical physiology within the brain and body which activates an emotionally positive neural network. A person dwelling upon the lack of that which is wanted triggers an unhealthy biochemical physiology within the brain and body that 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 triggers an unhealthy biochemical physiology within the body that activates an emotionally negative neural network perceived by consciousness. There must have been an evolutionary development that resulted in these correlations or we would not have survived as a species.

Cognitive Regulation through Emotional Awareness

Cognition is cause; emotion is effect. Aberrant and destructive cognition *rather than emotions* must be managed and controlled because cognitive behavior precipitates neurological and biological changes within the brain and body that drive behavior. Emotions have evolved to guide cognitive activity for personal health, prosperity, and well-being. Literature and religion may not understand this, but science should.

When factoring in evolution, the emotional perception of biochemical/physiological states of the body becomes an integral part of the brain's neural network to maintain the

body's health, strength and vigor. Emotions bring another attribute of awareness to a person's consciousness regarding the nature of his or her cognitive and physical activities. For simplicity, emotions, moods, and feelings can be divided into two areas of awareness: emotions, moods, and feelings that feel good and emotions, moods, and feelings that feel bad.

Because of these evolved mind/body/emotion/consciousness correlations, feeling good or feeling bad has a significant meaning for the biological health of an individual. The perception of positive emotions, moods, and feelings signifies cognitive activities that correlate with a physiology pertaining to strength, vigor, and adeptness. The perception of negative emotions is a warning signal that the continuation of such cognitive activities will have 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 environments. The moral and ethical debate of a "feels good is good" behavior guide has continued for thousands of years and will continue for thousands more. Ultimately, however, it is an individual's debate that continues throughout a person's lifetime of experiences and, hopefully, a lifetime of continual growth and greater understanding.

Hot Stove Analogy and Depression's Signature Physiology

The physical pain of a hand on a hot stove brings about a very natural reflexive response. The pain is a signal to remove the hand from the stove. The actuation of the body's natural reflexive response is vital to the maintenance, health, and working order of the hand.

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If the pain is ignored and the hand remains on the hot stove, the biochemical/physiological 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 of a hand remaining on a hot stove is the lack of responsiveness to the pain. Until there are the beginnings of a reflexive and/or conscious response to the “hand on the hot stove” condition, the hand will not begin to heal.

From the perspective of cognition as causal and emotions as effect theory, the biology of a biochemical/physiological “abnormality” associated with emotional pain (such as depression) is analogous to the biochemical/physiological “abnormality” associated with the hand’s physical pain on a hot stove. The more the emotional pain is (1) ignored, (2) suppressed, (3) usurped, (4) biochemically blocked or sedated, 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/physiological signature and neurological processes will differ from that of a “normal” healthy person (Draud, et al., 2011). 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. The semantics between emotional regulation and cognitive regulation through emotional awareness is critical.

The *illness* in mental illness arises when healthy conscious – or unconscious – responses to the emotional system are absent and the individual does not have the mental/emotional capacity, agility, or wisdom to respond to their emotional awareness in a natural and healthy manner to get their mind off of the “hot stove.” However, is this lack of emotional responsiveness an illness or an injury (Kolk, 2015)? Emotions have a function.

Emotions bring an awareness to consciousness of the health, or lack thereof, of cognitive activities. Feeling good correlates with a healthy biochemical physiology, and feeling bad correlates with an unhealthy biochemical physiology (Davidson & Begley, 2012).

Psychological and pharmaceutical therapy must honor these functions and work to reestablish normal functioning of an evolved emotional awareness system.

The Evolution of Antisocial Personality Disorder

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

Although the joy of the hunt and the pleasure of gathering may produce the food needed for survival, during the heat of the day, continual exertion risks heat exhaustion, dehydration and death. Rather than being a mere pawn of pleasure and pain, the individual must make the decision whether to continue to hunt in such adverse conditions with the survival of oneself and one's family as one possible outcome and the death of the hunter and those dependent on the hunter's survival as another. Alternatively, the hunter's lone survival may become evolutionarily advantageous.

Thus, neuroplasticity of the cognitive and emotional networks involves a complexity that permits cognitive reflection on the conditions for physical exertion and the weighing of

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conflicting factors of feeling good while getting food versus feeling bad because of the day's heat. The success or failure of these reflections and choices might spawn different genetic lines with different values and behaviors, such as one that emphasizes the survival of the self and another that emphasizes the survival of the family. One genetic line may care about other people; another genetic line may not. Therefore, "antisocial personality disorder" would not be an actual disorder; rather, it would be a natural part of an individual's evolution. Any successful interaction with these individuals – whether individually or as a society – must recognize and respond to their lack of any capacity for compassion, understanding, and kindness except when it pertains to their own well-being and interest.

Managing Illness, Disease, and Infection with the Aid of Emotional Awareness

Biochemical abnormalities that are emotionally perceived can have origins other than psychological cognitive activities and instead can be attributed to illness, infections, and diseases. However, by consciously working at feeling good, the body has another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with healthy and vigorous biology. Therefore, to consciously work at feeling good rather than just succumbing to emotionally negative biological activity, evolution has set up another layer of resistance to fight off illnesses, infections, and diseases.

However, modern psychological science attributes the power of causality to emotions. As previously mentioned, emotions cannot be trusted. Emotions can be aberrant and destructive and causal to overly aggressive behavior. If negative emotions are to be managed pharmaceutically because of an emotional disorder, science is again usurping emotions' evolutionary role in maintaining health, vigor, and well-being during a physical

illness. By teaching a cultural attitude that dismisses the “emotional” dashboard light of negative emotions and does not recognize the role of negative emotions to inform consciousness that extra effort must be made to maintain an emotionally good-feeling attitude, science is creating a physically weak society. People who have developed the cognitive gymnastics to maintain an attitude and mood of emotionally positive feelings help empower themselves to survive pandemics such as COVID-19.

Conclusion

Within cognitive behavior therapy (CBT) (Beck, 2011), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), and mindfulness (Farb, et al., 2014), positive psychology (Lopez & Snyder, 2009), and interpersonal psychotherapy (Stulberg, et al., 2018) are the bases of emotions-as-effect theory. These therapies change cognitive behavior to achieve a desired emotional and behavioral outcome. Emotions do change. Behavior does change (Kolk, 2015; Barlow, 2014). However, what is their process schematic that outlines the symbiotic relationship between mind, body, emotions, and consciousness? Where do the positive and negative emotional jigsaw pieces fit? Emotions-as-effect theory and its cognitive-emotional process flow chart provide an answer.

Therapy that acknowledges the evolved symbiosis between cognition and emotions reaffirms an evolved biological awareness system where emotions are used to evaluate cognitive behaviors (see figure 1). In stark contrast to “emotional regulation,” within emotions-as-effect theory, emotions are not “regulated” but rather are used instead to regulate, that is, to guide cognitive behaviors. Additionally, in this context, emotions are not

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viewed as “out of control,” nor is there a concept of “emotional dysregulation” (Barlow, 2014). In contrast, it is the cognitive mind that is “out of control,” and the therapeutic process addresses a “cognitive disorder.” Deviant emotional perceptions are reflections of this aberrant dysregulated cognitive behavior. Emotions are not treated as dysfunctional; rather, they are understood as very functional in that they bring to consciousness the dysfunctional aspect within the mind’s cognitive activities that is creating the aberrant biochemical physiology a person perceives as negative emotions. It is these irregularities in cognitive behavior that need to be addressed. Emotions are but the messenger.

The western world of emotional literature began almost 3,000 years ago with Homer’s *Iliad* and *The Odyssey*. Literary reading and comprehensive education are a must within our modern world as well as understanding emotions’ evolutionary role for the maintenance of an individual’s health and well-being. Developing a child’s skills and abilities to re-process cognitive activities based upon their emotional feedback should be part of elementary school education. But how do you explain to an elementary school student – in age-appropriate terminology – that “emotional regulation refers to any process an individual uses to influence the onset, offset, magnitude, duration, intensity or quality of one or more aspects of an emotional response (Gross, 2007)” (McRae, et al., 2012) when emotions themselves are not to be regulated but rather are to be used as feedback to regulate cognitive activities?

The mental health and well-being of a society are a function of the mental health and well-being of its individual inhabitants. A culture that is ignorant of emotions’ evolutionary role in guiding individual cognitive and physical behavior is subject to all kinds of forces that

can mis-direct cognitive activities towards nefarious ends. Continual distortions of the evolved nature of emotions as “emotional disorders” in need of “emotional management and control” by current psychological, psychiatric, and pharmaceutical institutions only further sabotage emotions’ guiding influence towards mental health and well-being of a society and its inhabitants.

Until the true nature of emotions is understood, individual emotional behavior will be continually preyed upon by those who wish to control and subjugate individuals for their own selfish intentions, good or bad. Until the true nature of emotions is understood, individual hardships can be preyed upon and tragically assimilated into the ill-begotten intent of those who wish to control and dominate victims for their own selfish needs and desires (Bandler, 2008; Kenrick, et al., 2015). Because feeling-good emotions correlate with health and well-being, nature has created feeling good as good morality. Now it is up to humanity to nurture this morality with the nuances of living in our modern world.

The pain and hardships of life events plant seeds of intent. Whether these seeds nurture or destroy can be influenced by a formal education on emotions’ evolutionary role within human behavior. Society’s institutions – whether parenting, education, religion, politics, or some other organization – all have a responsibility to empower individuals with an emotional awareness and response that uses negative-feeling cognitive activities and behavior as a springboard to positive-feeling cognitive activities and behavior. Humanity’s future resides within the empowerment and understanding of the moral complexities of individual decision-making and following behavior of a “feels good is good” or “feels bad is bad” biologically evolved emotional compass.

Research Questions

1. How would the function of neurological areas of the brain be reinterpreted if the positive and negative valances of emotions, feelings, and moods have evolved to regulate cognitive areas/activities of the brain?
 - a. Is there an inherent adaptive information processing system (Kolk, 2014; Shapiro, 2018) between functional areas of the brain that relates to the positive and negative valances of emotions, feelings, and moods?
 - b. Is there a neuroplastic adaptive information processing system between functional areas of the brain that relates to the positive and negative valances of emotions, feelings, and moods and operates below the level of conscious awareness and feeling of emotions, feelings, and moods (Damasio, 1999, Ledoux, 1994)?
2. Is there an increased effectiveness of established psychological therapies when patients are taught (1) cognitive re-processing skills; (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors when participating in movie going, literature, music, art, performing arts, sports, and other physical and entertainment activities? Note: Re-processing skills to regulate cognitive behavior and therapy effectiveness measures and how these re-processing skills will vary for different age groups are to be determined. Established therapies to be included are cognitive behavior therapy (CBT), eye movement desensitization and re-processing (EMDR), forgiveness therapy,

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mindfulness-based cognitive therapy, positive psychology, and interpersonal psychotherapy.

3. What are the effects of different pharmaceutical medications designed to “regulate emotional behavior” on a patient’s abilities to learn (1) cognitive re-processing skills; (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation of movies, literature, music, art, performing arts, sports, and other physical and entertainment activities?
 - a. Is there a series of medications with a progressively decreasing physiological impact that allow a patient to more effectively respond to their emotional awareness as they progress in psychological and pharmaceutical therapy and develop the capacity to appropriately respond and regulate their cognitive behavior through associative emotional awareness?
4. Does learning (1) cognitive re-processing skills; (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation of movies, literature, music, art, performing arts, sports, and other physical and entertainment activities provide a patient with a sense of self-empowerment and control over the therapeutic

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process? If so, does this sense of empowerment and healing improve the effectiveness and continued use of therapeutic practices?

5. Although there exists a great amount of literature describing cognitive and emotional activities and the associative neurological areas of the brain, much would be gained by integrating conscious awareness and association or disassociation within the same analysis. How much mood dysfunctional regulation within psychotic mania can be attributed to the lack of conscious awareness and association with depressive functional areas of the brain and vice versa for major depressive disorder? Similarly, how much of the observed body and brain's biochemical and physiological signatures of mental disorders can be attributed to consciousness's lack of understanding and ability to self-regulate cognitive behavior by using emotions, feelings, and moods as feedback mechanisms?
6. Are there significant differences in the effectiveness of cognitive re-processing skills to change cognitive behavior in response to positive and negative valances of emotions, feelings, and moods for individuals with a history of activities within the arts and performing arts of music, dance, and theater versus those without these extracurricular activities?

Note: Identification of different re-processing skills to regulate cognitive behavior, their educational training curriculum, their effectiveness improvement measures, and how to measure the effectiveness of different re-processing skills for different affective states within different age groups are to be determined.

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7. Is there an improvement in personal physical health and well-being when elementary school students are taught (1) cognitive re-processing skills; (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation of movies, literature, music, art, performing arts, sports, and other physical and entertainment activities? Note: Re-processing skills to regulate cognitive behavior, physical health, and well-being improvement measures and how these re-processing skills are taught will vary for different age groups are to be determined.
8. Is there an improvement in classroom behavior when students are taught (1) cognitive re-processing skills; (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation in movies, literature, music, art, performing arts, sports, and other physical and entertainment activities? Note: Re-processing skills to regulate cognitive behavior, classroom behavior improvement measures, and how these re-processing skills are taught will vary for different age groups are to be determined.
9. Is there an improvement in student learning when students are taught (1) cognitive re-processing skills; (2) how to use the positive and negative valances

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of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation in movies, literature, music, art, performing arts, sports, and other physical and entertainment activities? Note: Re-processing skills to regulate cognitive behavior, classroom behavior improvement measures, and how these re-processing skills are taught will vary for different age groups are to be determined.

- a. What cognitive-emotional states of being are conducive to (1) inspiration, (2) problem solving, and (3) imagination?
 - b. What cognitive-emotional states of being are conducive to memory and recall that would improve students' educational performance?
10. Is there an improvement in individual sports performance and a reduction in sports injuries when athletes are taught: (1) cognitive re-processing skills, (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior, and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation in movies, literature, music, art, performing arts, sports, and other physical and entertainment activities? Note: Re-processing skills to regulate cognitive behavior, performance behavior improvement and reduction in sports' injuries measures, and how these

re-processing skills are taught will vary for different age groups are to be determined.

11. Is there an improvement in recidivism when prisoners are taught (1) cognitive re-processing skills; (2) how to use the positive and negative valances of emotions, feelings, and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment appreciation and participation in movies, literature, music, art, performing arts, sports, and other physical and entertainment activities? Note: Re-processing skills to regulate cognitive behavior, recidivism improvement measures, and how these re-processing skills are taught will vary for different social groups are to be determined.

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Part 1:

Letters of Introduction to Symbiotic Psychology

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1

1 **Subject: The Symbiotic Relationship Between Cognition, Biology, Emotions, and**
2 **Consciousness**

3
4 **Date:** 2019-12-20
5

6 Dear Psychology and Internal Medicine Communities,
7

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

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

19 **Linguistics of Shakespeare:**

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

26 A shared cultural and linguistic development of core beliefs and conceptual understandings
27 about emotions is required for young students to comprehend and follow the emotional twists
28 and turns within these popular English literary works. As students mature and are introduced

1 to the more advanced works of William Shakespeare and others, comprehension is even
2 more dependent upon prior assimilation of cultural and linguistic paradigms. Conceptions
3 of emotions are further reinforced by the logic and reason applied in today's scientific
4 literature, research, and discussions about emotions.

5
6 **Emotions as Causal:**

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

13
14 **Emotions as Effect:**

15 A person feels an emotion and feelings. A person perceives emotions and feelings. This
16 awareness is principle to the definition of emotions and feelings. As visual acuity is the
17 ability to discern letters or numbers at a given distance according to a fixed standard
18 (Wikipedia), emotional acuity is a person's ability to be aware of and to discern biological
19 changes and states within the body and brain.

20
21 **Feeling Emotions and Feelings:**

22 Good feeling and bad feeling emotions have an evolved biological significance. Good
23 feeling emotions and feelings correlate with a healthy biology and negative feeling emotions
24 and feelings correlate with an unhealthy biology. Rather than evoke the research, I will
25 discuss the logic involved.

26
27 If good feeling emotions correlated with an unhealthy activity – such as not eating – the
28 body, if the feelings were followed, would die. Conversely, if bad feeling emotions
29 correlated with a healthy activity – such as breathing – the body, if the feelings were

The Symbiotic Relationship Between Cognition, Biology, Emotions, and Consciousness

1 followed, would not survive. Therefore, for the body to ultimately survive the evolutionary
2 process, good feeling emotions must correlate with healthy biological activity and bad
3 feeling emotions must correlate with unhealthy biological activity. This scenario is but an
4 extreme example of any number of possibly scenarios that would correlate health and
5 emotional/feeling states.

6
7 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
8 activities on how to obtain or create food and shelter were to only continue the emotional
9 pain and misery, would such creative thought necessary for survival continue? Therefore,
10 thought and imagination that pivots cognition from the negative feeling problem to the
11 positive feeling solution – or possible solution – is necessary for evolutionary survival.

12
13 From an evolutionary biological perspective, if it feels good, it is good. Therefore, cognitive
14 activity – for societal and cultural ethical advancement – must learn how to reframe
15 emotionally negative cognitive activity into “appropriate” emotional positive cognitive
16 activity. We as individuals in a society must learn and educate on how to effectively use
17 emotions to guide cognitive activity and give meaning to the song, “Ac-Cent-Tchu-Ate the
18 Positive”.

19
20 **The Linguistics of Emotions as Being Both Cause and Effect:**

21 When Homer wrote the *Iliad* almost 3000 years ago, he firmly established a cognitive
22 construct of emotion as a combination of cause (biological changes) and effect (perception of
23 these biological changes). Conscious awareness became neuro-linguistically programmed to
24 understand the emotional chain of events as a singularity called emotion. By combining an
25 awareness of cognitive thoughts with an awareness of biological changes into the singular
26 paradigm emotion, this emotional neuro-linguistic paradigm or cognitive construct is both its
27 own cause and its own effect.

1 Emotions as being both cause and effect is problematic in scientific discussion. A distinction
2 must be made: are we discussing emotions as causal or are we discussing emotions as effect?
3

4 **Cognition as Cause, Emotions as Effect:**

5 By combining causal cognitive thoughts that activates an emotional neurology precipitating a
6 biological effect which consciousness perceives into the singular paradigm emotion, this
7 emotional neuro-linguistic paradigm has emotions as both cause of an event and the effect of
8 the same event it caused. Scientifically – and logically – this is unacceptable.
9

10 Sequential brain imaging correlating cognitive awareness, biological changes, and emotional
11 awareness by consciousness would seem to be invaluable research here to validate a
12 cognitive cause/emotional effect paradigm. But logically, a person cannot have an emotional
13 response to something until he/she is cognitively aware of that something. And, emotional
14 feelings of an event entail an awareness of biological conditions of that same event which
15 also cannot occur until after there is an actual change in biology. Any biological changes
16 cannot occur until after there has been some change in cognition. Thus logically, the
17 sequential order is (1st) cognitive awareness, (2nd) biological change/state, and (3rd)
18 emotional awareness.
19

20 **Dashboard Analogy:**

21 Emotions are akin to the check-engine-light on the dash of a car. The light signifies
22 problems within the mechanical physiology of the engine. The light is not the cause of the
23 problem. The light is not aberrant nor destructive, but has mechanically evolved to bring to
24 conscious awareness any potential problems within the engine, that if left unresolved, will
25 lead to mechanical breakdown and failure – akin to what is observed in the biology of
26 depression and anxiety that leads to suicide. Are people also ignoring, covering up, or taping
27 over an emotional check-engine-light that signals biological susceptibility to illness, disease,
28 and cancer?

The Symbiotic Relationship Between Cognition, Biology, Emotions, and Consciousness

1 The “check engine” light on the dash of a car is not causal but an effect. The issue is within
 2 the engine not the light. The light is the messenger informing the operator – if remedial
 3 action is not taken – of potential engine damage because of existing physical conditions. The
 4 light is not destructive and does not need control, management, nor regulation. The light
 5 provides an invaluable service for the health and well-being of the engine. To ignore the
 6 light or to take action upon the light, that is, to control, manage, or regulate the light itself
 7 would be detrimental to the survival of the engine.

8
 9 **The Illusion of Emotions as Aberrant and Destructive:**

10 Because the cognitive construct of emotions has been neurolinguistically programmed to
 11 include (1) the cognitive activities associated with biological changes, (2) the driven behavior
 12 from these same biological changes, and (3) the emotional perception of these biological
 13 changes, emotions can be deemed aberrant and destructive. But an emotional reaction to a
 14 hand being mutilated in a table saw cannot not even be had until the cognitive perception and
 15 conception of the event were not first actualized. That is, there aren’t emotional reactions to
 16 yet-to-exist events, real or imaginary (unless you are studying precognition).

17
 18 Because cognition is causal to activating the emotional neurology that precipitates biological
 19 changes in which consciousness perceives and conceives as emotion, cognition can be
 20 aberrant and destructive, not emotions. Emotions are an effect. Cognition is cause.

21
 22 **Summary:**

23 Because mental sciences’ definition and use of emotions is an extension of a 3000-year-old
 24 linguistic paradigm as defined in Homer’s *Iliad*, is it now possible to comprehend that
 25 emotions are but one part of a mind, body, emotion, consciousness symbiotic relationship, all
 26 working together for the promotion of physical and mental well-being? This realization is
 27 already innately understood by the healthy, wealthy, and wise. This reality must be part of
 28 all levels of education to improve the lives of the sick and impoverished and to break the
 29 generational chain of pain, suffering, and traumatic heritage onto the next.

1 Emotions from a scientific point of view – *not from the literary paradigm we have learned*
2 *from birth* – cannot be destructive nor aberrant because they are not causal. Emotions are the
3 effect of cognitive causal activity. It is cognitive activity that can be destructive and
4 aberrant. Emotions are but a reflection of that activity. And most important, emotions can
5 be used to understand, guide, reframe, and refine that emotionally negative cognitive activity
6 into emotionally positive activity. It becomes behooving upon society to educate and train its
7 citizenry of the nature of emotions and how to effectively use emotions towards one’s own
8 health, well-being, and prosperity as well as for the health, well-being, and prosperity of the
9 culture/society in which they live. *Symbiotic Psychology* was written to begin this transition
10 from emotional self-indulgence reinforcing psychotic cognitive activity to emotional self-
11 awareness and cognitive transformation guiding behavior towards health, wealth, and well-
12 being.

14 **My Appeal:**

15 What value are evidence-based practices (EBP) in psychological and pharmaceutical
16 therapies going to be for:

- 17 • the 47,000 people who are going to kill themselves in the USA next year? (AFSP,
18 Suicide Statistics).
- 19 • our children who are going to be shot in the next mass shooting?
- 20 • the over 9,000,000 people globally who are going to die of cancer next year? (WHO,
21 Cancer, Key Facts)
- 22 • the over two million people locked within USA’s judicial system (Wikipedia,
23 Incarceration Rates) that cares more about the due process of punishment than
24 understand that the brain’s neuro-plastic ability can change a personal reality of
25 violence into a personal reality of well-being.

The Symbiotic Relationship Between Cognition, Biology, Emotions, and Consciousness

1 Where is the research to understand consciousness's ability to use emotional awareness of
2 feeling good or feeling bad as biofeedback to guide cognitive activity and to create a biology
3 of health, prosperity, and well-being?
4

5 Emotions cannot be used to guide cognition as long as emotions are deemed aberrant and
6 destructive because emotions are erroneously understood as changing biology. There is an
7 emotional neurology that is activated by cognitive activities and this emotional brain does
8 change and maintain a biochemical physiology but this causal emotional biology is not the
9 conscious perception of emotional awareness called emotions.
10

11 This letter is my appeal for your understanding. I have done my best to outline the problem
12 of modern psychological theory of emotions. I cannot change the embedded cognitive
13 constructs of emotions within academia, but you can.
14

15
16 Passionately,

17
18 Andrew Jackson

19 M.S. Technology Education

20 M.S. Management Technology
21
22



23 *It was not the science of emotional regulation within psychological and pharmaceutical*
24 *therapies that freed me from the torturous and traumatic brutality of nearly twenty years of*
25 *psychotic mania and suicidal depression, but the logic and wisdom of cognitive regulation*
26 *through emotional guidance within psychological and pharmaceutical therapies.*

1

1 **To:** Neuroimaging Researchers

2

3 **Date:** 2019-11-26

4

5 **Note:**

6 My life within psychotic mania and suicidal depression as a tech ed teacher, quality
7 manager, and mechanical engineer and not a PhD psychologist have given me a unique
8 "outside the box" perspective of psychological emotional theory that I have found
9 nowhere else.

10

11 **Subjects:**

12 1. Can neuroimaging establish the cause/effect relationships between cognition, biology,
13 emotions/feelings, and conscious awareness?

14

15 2. By establishing cause/effect relationships, can emotional terminology be standardized
16 among psychological and linguistic academia?

17

18 3. What is the evolutionary significance of a conscious awareness of feeling good
19 emotions/feelings or feeling bad emotions/feelings?

20

21 4. What is the significant difference between emotions and feelings when both are an
22 awareness of biological states/changes neuro-linguistically combined with an associative
23 cognitive awareness?

24

25 5. Is the nature of neuro-linguistic programming in defining the cognitive construct of
26 emotions and its terminology so engrained from birth that science is automatically and
27 without question accepting a linguistic construct of emotions that originated over 3000
28 years ago as exhibited in Homer's *Iliad*?

Using Neuroimaging to establish cause/effect relationships?

1 6. Can a person's neuro-linguistic programming and conception of its cognitive construct
2 of emotions and emotion's detailed variants such as anger, fear, happiness, and surprise
3 contemplate an alternative paradigm contrary to his/her original basic beliefs?
4

5
6 Dear Professors,
7

8 Professor Antonio Damasio sets up my issue with the modern psychological theory of
9 emotions at the very start of his book, *The Feeling of What Happens: Body and Emotion in*
10 *the Making of Consciousness* (Damasio, A., 1999).
11

12 "So, here is the situation. I could understand reasonably well how different emotions
13 were induced in the brain and played out in the theater of the body. I could also
14 envision how both the induction of emotions and the consequent bodily changes that
15 largely constitute emotions an emotional state were signaled in several brain structures
16 appropriate to map such changes, thus constituting the substrate for feeling an
17 emotion. But, for the life of me, I could not understand how that brain substrate of
18 feeling could become *known* to the organism having the emotion."
19

20 I apologize if I have mis-understood his thesis. I will paraphrase:
21

22 He has 1st) "emotions induced in the brain", 2nd) "consequent bodily changes" and 3rd)
23 "feeling could become *known* to the organism having the emotion." He has defined
24 emotions as causal to the biological changes that a person then feels as emotions. This
25 suggests to me that emotions are both cause and effect.
26

27 This is a problem. A person cannot have an emotional reaction to a snake unless there
28 first are the cognitive activities of perceiving a snake, understanding that it is a snake,

Using Neuroimaging to establish cause/effect relationships?

1 and the realization that the snake can be harmful. Only after these cognitive activities
 2 actuate an emotional neurology can there be biological changes. Actuating an
 3 emotional neurology is not an emotion until these biological states are perceived,
 4 understood, and realized as an emotion. I realize that a snake can also be causal to a
 5 reflexive action, but even here, the reflexive action cannot occur until there is first the
 6 cognitive perception – or cognitive imagination – of the snake.

7
 8 Within the *Handbook of Emotion Regulation* (Gross J., 2014) discussion of the sequence of
 9 “situation – attention – appraisal – response,” suggests that *situation, attention, and appraisal*
 10 are causal to the effect *response*. But what are the cause/effect relationships within this
 11 emotional *response*, that is, between the “experiential, behavioral, and neurobiological
 12 response systems?” Professor Gross’ views about cause and effect are unclear.

13
 14 The same lack of clarity arises within the all-encompassing cause/effect order within the
 15 “environment” of “thoughts, physical reactions, moods, and behaviors” of *Mind over Mood*
 16 (Greenberger, D., Padesky, C., 2016). This lack of a distinct cause/effect order lies in part, or
 17 maybe because of, the commonly accepted cause/effect relationship as illustrated in
 18 *Cognitive Behavior Therapy: Basics and Beyond* (Beck, J., 2011) where emotion is
 19 characterized as causal to the effect physiological response.

20 Is it possible the terminology of emotions, like happiness, sadness, fear is but a neuro-
 21 linguistic cognitive construct that combines the (1) awareness and perception of a
 22 specific set of biological changes with the (2) awareness and perception of a specific set
 23 of cognitive activities? And therefore, emotions such as happiness and fear are but an
 24 illusionary placeholder, an imaginary variable implying causality to biological change.
 25 Whereas the real cause of biological states/changes are the cognitive activities of
 26 knowing and awareness, namely, perception, recognition, conceiving (which includes
 27 imagination and inspiration) and reasoning (Encyclopedia Britannica, Cognition:
 28 thought process) where understanding and comprehension can project future

1 consequences and events. I believe I understand Professor Damasio’s use and need for
2 “emotional induction”. But why even have “emotions induced in the brain” to initiate
3 bodily changes? I prefer manipulating a more common terminology such that (1st) the
4 neural circuitry of cognitive activities (2nd) activate an “emotional neural network” that
5 (3rd) initiates biological changes. Then, more in keeping with common linguistic
6 programming, these bodily changes can be (4th) perceived by consciousness as
7 emotions and feelings.

8
9 That is, a person feels, perceives, or is aware of emotions and feelings such that:

10
11 1) Emotions and feelings are the perception by consciousness of biological states and
12 changes within the body/brain’s biology precipitated by cognitive activities through
13 an “emotional neural circuitry”.

14
15 2) Or, simply, cognition changes the biology that consciousness then perceives as
16 emotions/feelings.

17
18 Academic’s acceptance of the paradigm that “emotions” are causal to bodily changes is a
19 major concern of mine and is the basis for some very problematic psychological and
20 psychiatric therapy because “emotions” can be deemed aberrant, destructive, and out of
21 control and causal to destructive and aberrant behaviors. And therefore, “emotions” must be
22 controlled, managed, and regulated.... with pharmaceuticals if need be. This would
23 harmonize with Professor Damasio’s terminology that “emotions induced in the brain initiate
24 biological changes”. But...if what initiates biological change can be more clearly understood
25 as cognitive activities activating an “emotional neurology” that initiates biological changes
26 that consciousness then perceives as emotions, it is cognition that needs to be controlled,
27 managed, and regulated. And by having cognition causal to biological changes, the success
28 of cognitive behavior therapies (CBT) comes into a new light.

Emotional Linguistics Subverting Human Rights

1 And, the evolution of emotions can be understood as a necessary component of successful
2 behavior and decision making.

3 I must introduce a new concept here that defines good feeling emotions and bad feeling
4 emotions because within this understanding are the keys to transcending destructive
5 aggressive and abusive behavior. Good feeling and bad feeling emotions have a biological
6 significance. Good emotional feelings correlate with a healthy biology and negative
7 emotional feelings correlate with an unhealthy biology. I will explain.

8

9 If good feeling emotions correlated with an unhealthy activity – such as not eating – the
10 body, if the feelings were followed, would die. Conversely, if bad feeling emotions
11 correlated with a healthy activity – such as breathing – the body, if the feelings were
12 followed, would not survive. These scenarios are unreasonably extreme but this logic can be
13 applied to any of numerous more sensible psychological scenarios. Therefore, for the body to
14 survive the evolutionary process, good feeling emotions must correlate with healthy
15 biological activity and bad feeling emotions must correlate with unhealthy biological activity.

16

17 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
18 activities of imagination on how to obtain or create food and shelter were to emotionally feel
19 painful and miserable, would such creative thought necessary for survival continue?

20 Remember that within the evolutionary process, any original outcome is possible but those
21 outcomes detrimental to survival tend not to survive.

22

23 From an individual biological perspective, if it feels good, it is good. An individual must
24 learn how to reframe emotionally negative cognitive activity into “appropriate” emotional
25 positive cognitive activity. Individuals must learn how to effectively use emotions to guide
26 cognitive activity. From a societal perspective, it behooves the culture/society to teach
27 individuals how their decisions towards their own health, prosperity, and well-being are
28 intertwined with society’s health, prosperity, and well-being.

Using Neuroimaging to establish cause/effect relationships?

1 Within humanity's current neuro-linguistically programmed paradigm of emotions, emotions
2 must be controlled, managed, and regulated because destructive emotions drive aggression.
3 In my book, *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
4 *Consciousness*, I develop a different paradigm where emotions and their attribute of feeling
5 good or feeling bad have an evolved symbiotic relationship with the mind and body and
6 emotions are used to guide one's conscious choice of cognitive behaviors to promote health,
7 prosperity, and well-being for the benefit of the individual as well as for his/her society and
8 culture at large. (The latest revision of my book is freely available as a PDF download on:
9 <https://symbioticpsychology.com/> or <https://emotional-evolution.com/>)

10

11 The significance of this distinction between an adversary relationship with destructive
12 emotions that must be controlled versus a symbiotic, synergistic relationship of emotional
13 guidance is profound. Within the current linguistic usage of the word emotion and its more
14 precise negative variants such as fear, anger, and hate, the human mind is continually being
15 linguistically reprogrammed to shut off a biological feedback mechanism that, internally,
16 protects the body and, externally, protects the culture and society one inhabits by promoting
17 positive behavior. That is, for the survival and health of the individual, emotionally negative
18 and destructive cognitive behaviors must be reframed into emotionally positive and
19 constructive behaviors. This reconstituted negative, abusive, and adverse behavior into
20 healthy and constructive behavior will then extend culturally outward and reshape society.

21 I realize that a researcher's life's work may prevent some significant resonance between
22 definitions within academia but I am finding everybody in academia has a life's work into
23 their own working paradigms that is preventing some very important discussion and
24 communication and, therefore, some very serious issues within psychological and psychiatric
25 therapies are not being addressed.

26

27 I welcome any thoughts any researcher may have and since I am retired – from mechanical
28 engineering – I am generally free for any discussions.

Emotional Linguistics Subverting Human Rights

1
 2 Somewhere, sometime, somehow, academia must find some common ground. Since I began
 3 voicing my concerns over psychological and pharmaceutical therapeutic methodologies
 4 erroneously based within causal aberrant and destructive emotions, over a million
 5 (*MILLION*) Americans have committed suicide, millions of other people have been put in
 6 incarcerating conditions that only amplify their psychological injuries, and mass shootings
 7 continue with no review of the psychological environments that are oblivious to emotions'
 8 evolutionary design and that are fostering all of these atrocities. Lack of true academic
 9 questioning and review of psychological and pharmaceutical emotional theory is a true crime
 10 against humanity.

11
 12 Passionately,

13
 14 Andrew Jackson
 15 M.S. Technology Education
 16 M.S. Management Technology



17
 18
 19 Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: The
 20 Guilford Press
 21 Damasio, A. (1999). *The Feeling of What Happens: Body and Emotion in the Making of*
 22 *Consciousness*. New York, NY: A Harvest Book Harcourt, Inc.
 23 Greenberger, D., Padesky, C. (2016). *Mind over mood*. New York, NY: The Guilford
 24 Press
 25 Gross, J. (2014). *Handbook of emotion regulation*. New York, NY: The Guilford Press

Emotions-as-Effect Theory

Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are the perception, by consciousness, of a biochemical physiology within the body and the brain precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions and feelings are perceptions of an internal state of biology precipitated by cognition, emotions and feelings are a reflection of, and give insights into, the nature of this cognitive behavior.

Also, because emotions and feelings are not causal, emotions and feelings are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive – and causal – cognitive behaviors. Correlations between cognition, healthy biochemical physiology, and good feeling emotions and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions and feelings and an unhealthy biology. Now the question is, how are these correlations between cognition, biology, emotions and feelings, and consciousness understood, nurtured, and developed within a society for an individual's health, wealth, and general well-being through their own successful decision-making and creativity?

1 **To:** Human Rights Activists

2

3 **Subject:** Linguistics of Emotions Subverting Human Rights

4

5 **Date:** 2019-11-13

6

7 **Note:** Maybe this is more appropriate for a class discussion, but I believe my arguments and
8 grievances are worthy of the courts. In some aspects, my arguments are very simple, in other
9 aspects, not so. I will do my best to explain.

10

11 **Discussion:**

12

13 My grievance revolves around the neurolinguistic understandings of the word “emotion” as
14 misused within the world wide scientific and academic communities of psychology and
15 psychiatry and ultimately in law and the courts. This human rights subversion is not easily
16 communicated because “everyone” has been neuro-linguistically programed from birth with the
17 common emotional paradigm that destructive emotions such as anger, fear, revenge, and hate are
18 a driving force behind human behavior. This linguistic paradigm is only further engrained as a
19 person continues their education into more advanced and complicated literary understandings.
20 But the meaning and understanding of emotions as used in science, literature, and law is
21 incorrect and the consequences of this misuse are devastating to individuals and their cultures.

22

23 Emotions such as fear, anger, hate, and revenge are commonly conceived as being aberrant and
24 destructive. This injurious nature of emotions was outlined 3000 years ago by Homer in the
25 *Iliad*. This is an erroneous understanding of how emotions have evolved for the health, well-
26 being, and prosperity of an individual. The implications of destructive and aberrant emotions
27 are that emotions are causal to an effect – that destructive emotions are the driving force behind
28 the atrocities you yourself have witnessed and litigated against in the courts. They are not;
29 emotions are not causal.

1

2 Emotions are not causal to behavior. Emotions are an effect of potentially very destructive
3 cognitive behavior. It is cognitive behavior that changes a person's biology that drives a person
4 and culture towards insane behaviors, not emotions. Emotions are but the consciousnesses
5 perception of these biological changes that are precipitated by cognitive activities. Cognition is
6 causal to the effect emotion.

7

8 The analogy is the "check engine light" on the dash of a car. Consciousness perceives the "light"
9 as an indicator of something amiss in the engine. The light is not destructive, nor aberrant, nor
10 causal. The light indicates that something is going wrong within the engine and if ignored, or
11 unattended to, there will be damaging failures within the engine. The light is an effect. The
12 internal behaviors within the engine are the cause. Emotions are an effect. Cognitive behaviors,
13 not emotional behaviors, are causal to the potentially destructive biological conditions within the
14 body that drive the insane and abusive behaviors we are witnessing around the world.

15

16 I must introduce a new concept here that defines good feeling emotions and bad feeling emotions
17 because within this understanding are the keys to transcending aggressive and abusive behavior.
18 Good feeling and bad feeling emotions have a biological significance. Good emotional feelings
19 correlate with a healthy biology and negative emotional feelings correlate with an unhealthy
20 biology

21

22 If good feeling emotions correlated with an unhealthy activity – such as not eating – the body, if
23 the feelings were followed, would die. Conversely, if bad feeling emotions correlated with a
24 healthy activity – such as breathing – the body, if the feelings were followed, would not survive.
25 This logic can be applied to any of numerous cognitive/biological/emotional/consciousness-
26 awareness scenarios. Therefore, for the body
27 to survive the evolutionary process, good feeling emotions must correlate with healthy biological
28 activity and bad feeling emotions must correlate with unhealthy biological activity.

29

Emotional Linguistics Subverting Human Rights

1 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
2 activities on how to obtain or create food and shelter were to emotionally feel painful and
3 miserable, would such creative thought necessary for survival continue?
4

5 From a biological perspective, if it feels good, it is good. Therefore, cognitive activity – for
6 societal and cultural ethical advancement – must learn how to reframe emotionally negative
7 cognitive activity into “appropriate” emotional positive cognitive activity. We as individuals in a
8 society must learn how to effectively use emotions to guide cognitive activity.
9

10 Within humanity’s current neuro-linguistically programed paradigm of emotions, emotions must
11 be controlled, managed, and regulated because destructive emotions drive aggression. Within
12 this new paradigm, emotions have developed a symbiotic relationship with the mind and body to
13 promote health, prosperity, and well-being.
14

15 The significance of this distinction is profound. Within the current linguistic usage of the word
16 emotion and its more precise negative variants such as fear, anger, and hate, the human mind is
17 continually being linguistically reprogramed to shut off a biological feedback mechanism that,
18 internally, protects the body and, externally, protects the culture and society one inhabits by
19 promoting positive behavior. That is, for the survival and health of the individual, emotionally
20 negative and destructive cognitive behaviors must be reframed into emotionally positive and
21 constructive behaviors. This reconstituted negative, abusive, and adverse behavior into healthy
22 and constructive behavior will then extend culturally outward and reshape society.

23 Note: for a more detailed argument and understanding of emotions as the perception of
24 biological changes caused by cognitive activities, see the attached files:
25

- 26 1. “Dear Scientific Community” (also found in the Symbiotic Psychology book)

- 1 a. Subject: Can the world psychological/linguistic communities standardize the
2 definition of “emotion” within the cause/effect relationship between cognition,
3 biology, emotion, and consciousness?
- 4 2. “PHAA”: Public Health Awareness Announcement (also found in the Symbiotic
5 Psychology book)
 - 6 a. Subjects: Health Hazards of a 3000-year-old neuro-linguistic paradigm of
7 emotions used as science.
 - 8 b. Cognition creates the biology that stimulates the emotional neurology
9 consciousness then perceives.
- 10 3. “Symbiotic Psychology, The Book”
 - 11 a. *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
12 *Consciousness*

13
14 Modern psychology’s emotional paradigm is but an extension of the erroneous linguistic
15 emotional paradigm of emotions used in literature – including within religious texts as the Tora,
16 Bible, and Koran. Current neuro-linguistic paradigm of emotions combines the causal
17 understandings of biological changes with the emotional feelings’ and perception effect.
18 Therefore, as currently used and defined, emotions are both its cause and its effect. When
19 discussing and translating the word emotion and its more specific variants such as joy, fear, and
20 hate, are these words being erroneously translated as causal to biological changes that drive
21 destructive behavior or is the translation a more correct knowing of emotions as an effect of
22 cognitive behavior that conveys the feelings and perceptions by consciousness of biological
23 changes?

24
25 Continual misuse and erroneous international translations of the emotional paradigm itself is a
26 causal factor towards the abusive and criminal behaviors against human rights. By the continual
27 translation, use, and lack of recognition of a dysfunctional emotional paradigm, people are being
28 denied an awareness towards their natural emotional heritage and ability to transcend aggression,

Emotional Linguistics Subverting Human Rights

1 terrorist propaganda, and political mis-information. The mis-use of the emotional paradigm
 2 continues to support abusive behaviors against human rights.

3
 4 **Summary:**

5 Emotions from a scientific point of view – not from the literary paradigm we have learned from
 6 birth – cannot be destructive nor aberrant because they are not causal. Emotions are the effect of
 7 causal cognitive activity. It is cognitive activity that can be destructive and aberrant. Emotions
 8 are but a reflection of that activity. And most important, emotions can be used to understand,
 9 guide, reframe, and refine that emotionally negative cognitive activity into emotionally positive
 10 cognitive activity. It becomes behooving upon society to educate and train its citizenry of the
 11 nature of emotions and how to effectively use emotions towards one’s own health, well-being,
 12 and prosperity as well as for the health, well-being, and prosperity of the culture/society in which
 13 they live.

14
 15 Symbiotic Psychology: The Synergy Between Mind, Emotions, Body, and Consciousness, is
 16 freely available at my websites: <https://symbioticpsychology.com/> or [https://emotional-
 17 evolution.com/](https://emotional-evolution.com/).

18
 19 What do you think? What does your class think? You are welcome to share my email to your
 20 class that they may respond. Will continual misuse of a word further the atrocities and abusive
 21 behavior by aggressors, despots, and terrorists around the world who thrive on the emotion’s
 22 current erroneous cause/effect dichotomy? Do words matter?

23
 24 Sincerely,

25
 26 Andrew Jackson

27 M.S. Technology Education

28 M.S. Management Technology



1 **To:** Psychology/Linguistic Communities

2
3 **Subject:**

4 Can the world psychological/linguistic communities standardize the definition of
5 “emotion” within its cause/effect relationship between cognition, biology, emotion,
6 and consciousness? How would this be done and, who would do it?

7
8 **Research Feedback:**

9 If you are interested in adding to my research by sending to me your own working,
10 research, or personal literary definition of “emotions”, or its reference, I would be
11 very thankful. Mine is at the end of this email.

12
13 **Unsubscribe:**

14 “UNSUBSCRIBE” is at the bottom of this email.

15
16 **Date:** rev2019-11-09a

17
18 **Analogy:**

19 The “check engine” light on the dash of a car is not causal but an effect. The issue is
20 within the engine not the light. The light is the messenger informing the operator – if
21 remedial action is not taken – of potential engine damage because of existing physical
22 conditions. The light is not destructive and does not need control, management, nor
23 regulation. The light provides an invaluable service for the health and well-being of
24 the engine. To ignore the light or to take action upon the light, that is, to control,
25 manage, or regulate the light itself would be detrimental to the survival of the engine.

26
27 **Abstract:**

- 28 1) Current use of the word “emotion” as used in science and literature lacks a clear
29 cause/effect relationship between the cognitive activities, biological responses,

A Standard Cause/Effect Definition of Emotions?

1 emotions, and consciousness awarenesses and even imply a meaning where
2 emotions are both cause and effect. There are efforts to remedy this conflict. (Beck,
3 J., 2011), (Greenberger, D., Padesky, C., 2016).

4
5 a. If emotions are causal to the body/brain's biological changes then emotions
6 can be destructive and in possible need of emotional management, control,
7 and regulation as currently developed in *cognitive* behavior therapies.

8
9 b. If cognition is causal to the body/brain's biological changes and emotions are
10 the perception of this change, then cognition – not emotions – can be
11 destructive and in need of cognitive management, control, and regulation.

12
13 2) Sequential brain imaging correlated with cognitive awareness, biological changes,
14 and emotional awareness by consciousness would seem to be invaluable research
15 here. But logically, a person cannot have an emotional response to something until
16 he/she is cognitively aware of that something. And, emotional feelings of an event
17 entail an awareness of biological conditions of that same event which also cannot
18 occur until after there is an actual change in biology. Any biological changes
19 cannot occur until after there has been some change in cognition. Thus logically,
20 the sequential order is (1st) cognitive awareness, (2nd) biological change/state, and
21 (3rd) emotional awareness.

22
23 3) I propose the following definition:

24 a. Emotions are the perception of a biological state/changes precipitated by
25 cognitive activities.

26 b. In other words: cognitive activities precipitate brain/body biological
27 states/changes that consciousness then perceives as emotions.

28

A Standard Cause/Effect Definition of Emotions?

- 1 c. These definitions can be further advanced to include the variety of
 2 neurological networks and bio-chemistry involved within the development of
 3 an emotional feeling perceived by consciousness.
 4
 5 d. Therefore: since cognition is causal to the effect emotion awareness, it is
 6 cognition, not emotions, that can be destructive and aberrant and in need of
 7 cognitive control, management, and regulation.

8
 9 **Discussion:**

10 The current emotional paradigm – and the words used to discuss emotions (such as
 11 emotions, feelings, and more precisely, fear, anger, and joy) – neuro-linguistically combine
 12 the (a) conscious awareness of cognitive activities that precipitate biological changes/states
 13 and (b) consciousness's awareness of these biological changes/states. I would like to take
 14 the current concept of an emotion and divide it into its parts as a procession of events:
 15

16 1st) Cognitive Awareness

- 17 a. Cognition deals with the processes of knowing and awareness, namely,
 18 perception, recognition, conceiving (which includes imagination and
 19 inspiration) and reasoning (Encyclopedia Britannica, Cognition: thought
 20 process) where understanding and comprehension can project future
 21 consequences and events. A person becomes aware of a snake. “A cobra
 22 appeared before him out of the brush. He recognizes the snake as a cobra
 23 and he understands the danger he is in.” (There is another possible
 24 reflexive reaction that I won’t go into here as well as the difference
 25 between imagination and reality.)

26 2nd) Biological Changes

- 27 a. This cognitive awareness precipitates a group of bio-chemical and
 28 neurological events and changes in the body and brain.

A Standard Cause/Effect Definition of Emotions?

- 1 b. With our snake, this typically would be the flight-fright-or-freeze
2 response.
- 3 3rd) Biological Awareness
- 4 a. The person becomes aware of his/her bodily changes and state.
5 b. faster breathing, racing heart, and the adrenalin rush are some examples
6 for the emotion fear.
- 7 4th) Emotional Awareness/Emotional Event
- 8 a. From birth we have been linguistically taught the summation of the above
9 one-through-three events or processes is an emotion.
- 10 b. Consciousness combines the cause (cognitive awarenesses) and effect
11 (body changes) into one neuro-linguistic emotional paradigm of
12 awareness. In this case, fear.
- 13 c. Different cognitive activities combined with different biological
14 brain/body responses gives us the variety of emotions we perceive.
- 15 5th) Consequential Physical Behavior
- 16 a. Because a person's behavior can be driven by this cognitive/body
17 combination state of being called emotions, such driving emotions as
18 anger, revenge, jealousy, greed, can readily be labeled destructive and
19 aberrant. That is, *emotions* must be controlled and managed because of an
20 *emotional* disorder. A person can be *emotionally* out of control.

21

22 From birth children have been taught that the summation of these events or processes is
23 an emotion. This neuro-linguistic paradigm of emotion is further reinforced as students learn
24 how to read. The more advanced the reading and studying, the more engrained is this
25 concept of emotions, as is the concept of destructive emotions driving behavior. Conscious
26 awareness has been neuro-linguistically programmed to understand these emotional chains of
27 events as a singularity called emotion. By combining causal cognitive thoughts with its
28 biological effect and creating the paradigm emotion, this emotional neuro-linguistic
29 paradigm is both its cause and its effect.

A Standard Cause/Effect Definition of Emotions?

1 Emotions as being both cause and effect is problematic in scientific discussion. A
 2 distinction must be made; are we discussing emotions as causal or are we discussing
 3 emotions as effect?
 4

5 **Cognition as Causal: Emotional Awareness as Effect:**

6 I am interested in self-empowering an individual within their own life experience. To
 7 do so, rather than understanding emotions as espoused in literature for the last 3000 years –
 8 such as in Homer’s *Iliad* – I wish to break up emotions into their events. Each event or stage
 9 of the emotional process can be understood and dissected into their own greater
 10 understandings. Within each of these understandings are areas of self-mastery towards one’s
 11 own self-empowerment, health, and well-being.
 12

13 From a scientific perspective, it is unreasonable to have a term such as emotion that as
 14 a process it is its own cause and effect. The cause, cognitive activities, must be separated
 15 from its effect, brain/body biological changes. Also, these brain/body biological changes are
 16 causal to “emotional” feeling awareness must be distinguished as another cause/effect
 17 relationship.
 18

19 From a scientific viewpoint it becomes advantageous to redefine emotions not as a
 20 process and series of events and being both cause and effect, but as the *end result* of this
 21 process and series of events:
 22

- 23 1. Emotions are the perception of biological states/changes precipitated by
 24 cognitive activities.
- 25
- 26 2. Cognitive activities precipitate brain/body biological states/changes that
 27 consciousness perceives as emotions.

1 Emotions, from the neuro-linguistic paradigm as used in literature where emotions can
2 readily be destructive and aberrant and in need of emotional control and emotional regulation
3 is a different linguistic paradigm than that which I am using scientifically. Here, cognitive
4 activities, not emotions, can be destructive and aberrant because they are causal to the
5 biological states/changes perceived by consciousness. Biological states/changes perceived
6 by consciousness can now be linguistically understood as emotion. Here, cognitive activities
7 can be destructive and aberrant and in need of cognitive control and cognitive regulation.
8 Emotions become nature's biofeedback mechanism adding a new dimension of
9 understanding of an individual's cognitive activities.

10
11 Emotions in this sense are a reflection of cognitive activities and as such emotional
12 awareness can be used to understand and give greater clarity of the current cognitive
13 activities. And most important, this emotional self-awareness can be used to guide one's
14 own cognitive change for one's own betterment.

15
16 There becomes a hugely significant role emotions have evolved into. I must introduce
17 a new concept here that defines good feeling emotions and bad feeling emotions. Good
18 feeling and bad feeling emotions have a biological significance. Good emotional feelings
19 correlate with a healthy biology and negative emotional feelings correlate with an unhealthy
20 biology. I will discuss this.

21
22 If good feeling emotions correlated with an unhealthy activity – such as not eating – the
23 body, if the feelings were followed, would die. Conversely, if bad feeling emotions
24 correlated with a healthy activity – such as breathing – the body, if the feelings were
25 followed, would not survive. This logic can be applied to any of numerous
26 cognitive/biological/emotional/consciousness-awareness scenarios. Therefore, for the body
27 to survive the evolutionary process, good feeling emotions must correlate with healthy

A Standard Cause/Effect Definition of Emotions?

1 biological activity and bad feeling emotions must correlate with unhealthy biological
2 activity.

3 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
4 activities on how to obtain or create food and shelter were to emotionally feel painful and
5 miserable, would such creative thought necessary for survival continue? (I hope modern
6 science has grown beyond the need to torture and starve animal subjects in order to obtain
7 imperial evidence of such a hypothesis.)

8 From an evolutionary biological perspective, if it feels good, it is good. Therefore,
9 cognitive activity – for societal and cultural ethical advancement – must learn how to reframe
10 emotionally negative cognitive activity into “appropriate” emotional positive cognitive
11 activity. We as individuals in a society must learn how to effectively use emotions to guide
12 cognitive activity and give meaning to the song, “Ac-Cent-Tchu-Ate the Positive”.

13
14 Emotions from a scientific point of view – *not from the literary paradigm we have*
15 *learned from birth* – cannot be destructive nor aberrant because they are not causal.
16 Emotions are the effect of cognitive causal activity. It is cognitive activity that can be
17 destructive and aberrant. Emotions are but a reflection of that activity. And most important,
18 emotions can be used to understand, guide, reframe, and refine that emotionally negative
19 cognitive activity into emotionally positive activity. It becomes behooving upon society to
20 educate and train its citizenry of the nature of emotions and how to effectively use emotions
21 towards one’s own health, well-being, and prosperity as well as for the health, well-being,
22 and prosperity of the culture/society in which they live.

23
24 **Wrap-Up:**

25 The book I have written for the common health, well-being, and prosperity of all
26 individuals extends my paradigm of emotions into a psychology where emotions have a
27 synergistic relationship with the mind and body that consciousness can use towards its own
28 enrichment. By dissecting the emotional process into its elements, emotions can become a

A Standard Cause/Effect Definition of Emotions?

1 very useful tool. This book is called *Symbiotic Psychology: The Synergy Between Mind,*
2 *Body, Emotions, and Consciousness.* Updated versions can be freely downloaded on
3 <https://symbioticpsychology.com/>.

4
5 I truly hope the world scientific community of psychology and linguistics can realize a
6 common definition of emotions for the good of all beings. I can only trust that the
7 appropriate people and organizations will take any necessary action. As I explained in my
8 previous email (2019-10-29: "Cognition creates the biology that stimulates the emotional
9 neurology consciousness then perceives"), current emotional paradigms can be destructive to
10 you, your family, and your society. Let's all make an effort to rectify this.

11 Passionately,

12
13 Andrew Jackson

14 <https://symbioticpsychology.com/>

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



16
17
18 *Emotions-as-Effect Theory*

19
20 *Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are the*
21 *perception, by consciousness, of a biochemical physiology within the body and the brain*
22 *precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions and*
23 *feelings are perceptions of an internal state of biology precipitated by cognition, emotions*
24 *and feelings are a reflection of, and give insights into, the nature of this cognitive behavior.*

25 *Also, because emotions and feelings are not causal, emotions and feelings are neither*
26 *destructive nor constructive but rather they are indicators towards the presence of very real*
27 *destructive and constructive – and causal – cognitive behaviors. Correlations between*
28 *cognition, healthy biochemical physiology, and good feeling emotions and feelings are a*

A Standard Cause/Effect Definition of Emotions?

- 1 Gross, J. (1998). *Antecedent- and response-focused emotion regulation: Divergent*
2 *consequences for experience, expression, and physiology*. *Journal of Personality*
3 *and Psychology*, 74(1), 224-237.
- 4 Johnson-Laird, P.N., Mancini, F., Gangemi, A. *A hyper-emotion theory of psychological*
5 *illnesses*. Retrieved from <http://psycnet.apa.org/record/2006-12689-005>
- 6 Pessoa, L (2013) *The cognitive-emotional brain*. London, England: MIT Press
- 7 Prinz, J.J. (2004). *Gut reactions*. New York, NY: Oxford University Press
- 8 Raison, C., Jain, R., Maletic, V., Draud, J. (2011) *Treating the whole patient: Exploring*
9 *the healing potential of a mind-body approach to mental health*. Lexington, KY:
10 CME LLC
- 11 Taylor, T. *Brain*. Retrieved from <http://www.innerbody.com/image/nerv02.html>

1 Public Health Awareness Announcement:

2 Current psychological and psychiatric emotional theory can be dangerous and harmful to you
3 and your families mental and physical health, well-being, and prosperity.

5 Subjects:

6 * Health Hazards of a 3000-year-old neuro-linguistic paradigm of emotions used as science.

7 *Cognition stimulates the emotional neurology that creates the biology consciousness then
8 perceives as good and bad feeling emotions.

10 Date:

11 2019-10-28

13 Health Hazards of a 3000-year-old neuro-linguistic paradigm of emotions:

14 Since I began voicing my concerns over psychological and pharmaceutical therapeutic
15 methodologies erroneously based on a 3000-year-old neuro-linguistic causal paradigm of
16 emotions as laid out by Homer in the *Iliad*, over a million (MILLION) Americans have
17 committed suicide, millions of other Americans have been put in incarcerating conditions
18 that only amplify their psychological injuries, and mass shootings continue with no review of
19 the psychological environments that are oblivious to emotions' evolutionary design and that
20 are fostering all of these atrocities. Lack of true academic questioning and review of
21 psychological and pharmaceutical emotional theory is a true crime against humanity....

22
23 Emotions are an awareness of biological conditions precipitated by cognitive activities, and
24 therefore emotions cannot be aberrant nor destructive and in need of emotional management,
25 control, nor regulation. That would be like saying that the
26 "check engine light" on the dashboard of a car is in need of management, control, and
27 regulation because the light itself is causal to something amiss inside the engine. It is not.

1 **A question for professors, researchers, academics, students in the USA:**

2 Is there a possible legal liability in the 45,000 yearly suicide deaths who may be victims of
3 current erroneous psychological, psychiatric, pharmacologic emotional theory? What would
4 a team of hard driving, competent but unscrupulous lawyers do in a class action suite who
5 represent the devastated family members whose beloved were victims of today's erroneous
6 emotional theory that is based upon 3000-year-old linguistic emotional folklore? I would like
7 to refer to some background reading by Bob Knight, (2013) *The power of negative thinking*.
8 New York, NY: Houghton Mifflin Harcourt)

9
10 My full argument and basis for my condemnation of current psychological emotional theory
11 can be found on <https://emotional-evolution.com/> where the text can be freely downloaded as
12 a PDF for your reading and analysis: *Symbiotic Psychology: The Synergy Between Mind,*
13 *Body, Emotions, and Consciousness.*

14
15
16 **Detail Outline: The dangers and hazards of a 3000-year-old neuro-linguistic paradigm**
17 **of emotions used as science.**

18
19 **A.** Although current cognitive behavior therapies have evidence-based success, this
20 success is limited and misunderstood because as cognitive behavior does change.

21 **i.** This cognitive behavior change is an intellectual exercise and analysis of
22 existing cognitive activities.

23 **ii.** This cognitive behavior change is incorrectly assumed to change emotional
24 behavior which then changes biological conditions.

25 **iii.** In actuality, changes in cognitive behavior alter biological conditions in
26 the body and brain that stimulate perceptual emotional neurological networks
27 that consciousness then perceives as emotions. (Jackson, 2019)

Emotional Theory Can Be Hazardous to Your Health, Prosperity, and Well-Being

1 **B.** Current therapies are based upon the erroneous premise that emotions change
2 biology and that therefore leads to the following erroneous conclusions:

3 **i.** dangerous emotions exist.

4 **ii.** dangerous emotions such as depression that damage biology must be
5 regulated, controlled, and managed – even with the use of
6 pharmaceuticals. (Gross, 2014), (Maletic, Raison, 2017)

7 **iii.** these dangerous emotions drive violent behavior and therefore must be
8 regulated, controlled, and managed.

9
10 But emotional behavior doesn't change biology, cognitive behavior changes
11 the biology that consciousness then perceives as emotions.

12
13 **C.** Emotions are not being utilized to guide cognitive activity as they have evolved to
14 do so.

15 **i.** Instead, emotions are prone to be covered-up, ignored, and disregarded.
16 After all, how can aberrant and dangerous emotions be trusted?

17 **ii.** And, ignorance of emotions as feedback of cognitive activity - either
18 consciously, unconsciously, or pharmaceutically - can and will lead to the
19 biological engine breaking down because negative emotions have an evolved
20 correlation to an unhealthy biology. And, conversely, positive feeling
21 emotions have an evolved correlation to a healthy biology. (Jackson, 2019)

22
23 **D.** If emotions were to be managed and controlled by pharmaceuticals, any
24 therapeutic discourse of cognitive behavior could be misleading – even invalid –
25 because of the lack of a true cognitive/emotional correlative relationship.

26 **E.** If irregular cognitive behaviors are left unaddressed without proper psychological
27 counseling and therapy because emotional reflections of aberrant mental and physical
28 behaviors are ignored or camouflaged with pharmaceuticals, cognition may fester

1 unabated and create a myopic vortex of circular mental and physical behaviors. This
2 psychosis can break out with disastrous consequences to the patient and to others,
3 who may become characters in a manically-conceived tragedy played out in real life.
4

5 **F.** Instead of a brutal and honest questioning of psychological theory, psychological
6 science has created a new cognitive construct – refractory emotional disorders, that is,
7 emotional disorders that are hard to treat. (Rerman, 1997)

8 **i.** This neuro-linguistic sleight-of-hand diverts the focus of attention on to the
9 illness rather than on to any possible issues within psychological theory itself.

10 **ii.** And, is the illness an emotional disorder or a cognitive disorder?

11 **iii.** An emotional disorder would only exist if emotional feedback on
12 biological state/changes were corrupted, akin to near-sightedness or far-
13 sightedness.
14

15 **G.** “Data shows that people committing violent acts are much more accurately
16 characterized by other factors, such as a prior history of aggression, including
17 domestic violence, often with a criminal record including convictions of violent
18 misdemeanor crimes; and of alcohol and drug related offenses. Impulse control
19 problems, trauma, rage, childhood adversity, desperation, financial strain,
20 vindictiveness, narcissism, sociopathy, and psychopathy are all potential risk factors
21 for violence and major problems to address, but they are not the same as a mental
22 health condition.” (Moutier, 2018)

23 **i.** If mental illness is defined as the lack of ability for an individual to
24 constructively respond to their own biologically evolved emotional guidance
25 neurology (as it should be), then all these “potential risk factors” ARE a
26 mental health condition.
27

28 **H.** A justice of "punishment for a crime" is inhumane because of its inherent lack of
29 intention to change a person’s destructive cognitive behavior.

Emotional Theory Can Be Hazardous to Your Health, Prosperity, and Well-Being

1 **i.** Should justice be defined as punishment with an intent to inflict pain,
 2 suffering, or hardship upon an individual? Or, should justice be defined as an
 3 intent to empower cognitive/emotional behavior for the health and well-being
 4 of the individual and society?

5 **ii.** Should our criminal justice system be an extension of “an eye for an eye”?
 6 Or, is justice best served by entrusting individuals with the training, skills, and
 7 understandings of their evolved emotional system to make better choices for
 8 themselves and others throughout their life.

9
 10 **I.** Negative feeling emotions’ role in poverty, or lack of prosperity and success, is
 11 erroneously ignored.

12 **i.** Typical of an impoverished mind is to focus on that which is not wanted and
 13 to get self-absorbed into the problem rather than the solution. Cognitively
 14 dwelling and focusing on the problem precipitates a biology that actuates the
 15 neurology of negative emotions where any solutions can not present
 16 themselves. This problem amplification creates an individual and community
 17 vortex of poverty where negative feeling emotions continue to spiral
 18 downward creating emotional conditions that act as a barrier to any helpful
 19 resources and aid.

20
 21 **J.** An impoverished mind, that is, a mind that is self-absorbed within their own
 22 emotional negativity is easy prey to mis-information and to blaming others for their
 23 disadvantaged conditions because an impoverished mind lacks the ability to respond
 24 to their own negative emotions in a natural and healthy capacity.

25 **i.** A natural and healthy response to negative feeling emotions, which are
 26 indications of current unhealthy cognitive activities, is to use them as a
 27 stepping stone to more positive feeling cognitive activities. This step may
 28 only be less emotionally negative, but it is a step in the right direction towards
 29 emotionally positive feelings. The healthy, wealthy, and wise have realized,

1 consciously or unconsciously, this cognitive capacity to move out of their
2 impoverished and emotionally negative mind. The rest of the world has not.

3
4 **K.** Why is there not a warning and public promotion of the physical health hazards of
5 negative emotions?

6 **i.** The importance of the evolved emotional awareness and its correlations to
7 human biology is vastly being overlooked by the medical community.

8 **ii.** Since negative emotions have an evolved correlation to an unhealthy
9 biology, a person's nature ability to ward off disease and illness is also
10 effectively constrained.

11 **iii.** Cancer is a leading cause of death worldwide, accounting for an estimated
12 9.6 million deaths in 2018. The most common cancers are: lung (2.09 million
13 cases) and breast (2.09 million cases). (WHO, Cancer key facts) None of the
14 correlated risk factors include the presence of negative emotions which is a
15 direct indicator of a biological weakness and vulnerability.

16
17 **L.** Physical health assessment, examination, and therapy does not include a risk
18 assessment due to current and long-term emotional states/changes. Any attempt to
19 understand and affect the internal human environment must be taken with an
20 understanding of the changing biochemical conditions of that environment as
21 indicated by an evolved emotional neurocircuitry of the human body/brain.

22
23 **M.** A symbiotic relationship between mind, body, emotions and consciousness where
24 cognition rather than emotions changes biology is not likely be acknowledged by the
25 academic community because it runs counter to 3000 years of neuro-linguistic
26 programing.

27 **i.** Language literature understanding and comprehension reinforces today's
28 biologically incorrect emotional paradigm that emotional behavior changes
29 the body/brain's biochemistry and physiology.

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1 **ii.** Characters in a story driven by lust, greed, hate, anger, vengeance, or even
 2 love, joy, or passion has been the plot in literature since Homer’s *Iliad* over
 3 3000 years ago. Even today, our “scientific” conception of emotions has been
 4 neuro-linguistically molded from childhood through family interactions and in
 5 later years through reading and neurolinguistic comprehension of literary
 6 works such as Dickens’s *Great Expectations*, Lee’s *To Kill a Mocking Bird*,
 7 and Austen’s *Pride and Prejudice*.

8
 9 **N.** A cognitive-emotional symbiotic behavior therapy for violence and mental illness
 10 will not likely be funded, and may even be purposely maligned, because:

11 **i.** it is detrimental to the pharmaceutical, health insurance, hospital/medical,
 12 and incarceration industries whose profits are based on a business model of
 13 nurturing a sick population.

14 **ii.** Corporations have a fiduciary duty to their stock holders. This means
 15 monetary profits must be their priority with any investment decisions.

16 **iii.** Investing in an intellectual paradigm that diminishes profitability by
 17 promoting healing and even full recovery rather than in a product that adds to
 18 their financial health and well-being could inane be taken as fiduciary
 19 irresponsible and even criminal.

20 **iv.** A cognitive-emotional symbiotic behavior therapy that denies the reality of
 21 aberrant and destructive emotions driving biological change runs contrary to
 22 today’s academic theories and beliefs. These academics are also advisors and
 23 consultants for evaluating research proposals and their funding.

24
 25 What value are evidence-based practices (EBP) in psychological and pharmaceutical
 26 therapies going to be for:

- 27 • the 47,000 people who are going to kill themselves in the USA next year? (AFSP,
 28 Suicide Statistics).
- 29 • our children who are going to be shot in the next mass shooting?

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- 1 • the over 9,000,000 people globally who are going to die of cancer next year? (WHO,
2 Cancer, Key Facts)
- 3 • the over two million people locked within our judicial system (Wikipedia,
4 Incarceration Rates) that cares more about the due process of punishment than
5 understand that the brains neuro-plastic ability can change a personal reality of
6 violence into a personal reality of well-being.

7
8 Where is the research to understand consciousness's ability to use emotional awareness of
9 feeling good or feeling bad as biofeedback to guide cognitive activity and to create a biology
10 of health, prosperity, and well-being?

11
12 Because mental sciences' definition and use of emotions is an extension of a 3000-year-old
13 linguistic paradigm as defined in Homer's *Iliad*, is it now possible to comprehend that
14 emotions are but one part of a mind, body, emotion, consciousness symbiotic relationship, all
15 working together for the promotion of physical and mental well-being? This realization is
16 already innately understood by the healthy, wealthy, and wise. Can it be taught to the sick,
17 impoverished, and ignorant?

18
19 **"Find a Better Feeling Thought"***

20 Rather than demonizing emotions as aberrant, destructive, out-of-control and in need of
21 regulation because of an emotional disorder, Emotions-as-Effect Theory understands
22 emotions as an evolved sensory system, akin to the sense of pain, giving conscious feedback
23 of a state of biochemical physiology. Emotions, instead of being regulated by cognitive
24 behavior, are used to guide cognitive behavior for the health, well-being, and prosperity of
25 the individual.

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

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1 *The role of the healthy, wealthy, and wise is not to support the less advantaged but to*
 2 *empower the less advantaged with the necessary cognitive-emotional skills, abilities, and*
 3 *motivation to manifest their own destiny through their own powers of creation.*

4 **Current Erroneous Emotional Paradigm:**

5 Emotional regulation, control, and management evolved from the associations made
 6 between aberrant and destructive emotions – such as hate, anger, revenge, fear,
 7 jealousy, and, depression – and observable destructive behavior. These associations
 8 are further reinforced with evidence of correlated biochemical/physiological changes
 9 within the body/brain, and with such evidenced-based practices as cognitive behavior
 10 therapy and mindfulness, along with an assortment of evidenced-based psychiatric
 11 practices within pharmaceutical therapies. (ref. background readings)

12
 13 But these practices and therapies are limited because they fail to comprehend
 14 emotions’ evolutionary role of guiding cognitive behavior and that emotions are the
 15 perception of biological states/changes precipitated by cognitive activities.

16
 17 **Emotions as the perception of biological states/changes precipitated by cognitive**
 18 **activities:**

19 My text, *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
 20 *Consciousness* – which can be freely downloaded at
 21 <https://symbioticpsychology.com/> – contains my vision and roadmap towards new
 22 educational endeavors based on the mind, body, emotion, and consciousness
 23 neurological networks and relationships that have evolved over 100’s of millions of
 24 years. The purpose of this “Public Health Awareness Announcement” is to bring this
 25 new cognitive construct of emotions – and its educational possibilities – into the light
 26 with the hope that action will be taken to research and develop age/cultural
 27 appropriate literature and texts so that individuals around the world can have their

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1 own emotional intuition, awareness, and capacity for health, wealth, and wisdom as
2 today's healthy, wealthy, and wise.

3
4 *Only when the illusion of emotions is understood, will the power of emotions be*
5 *revealed.*

6
7
8 **Analogy:**

9 Emotions are akin to the check-engine-light on the dash of a car. The light signifies
10 problems within the mechanical physiology of the engine. The light is not the cause
11 of the problem. The light is not aberrant nor destructive, but has mechanically
12 evolved to bring to conscious awareness any potential problems within the engine,
13 that if left unresolved, will lead to mechanical breakdown and failure – akin to what is
14 observed in the biology of depression and anxiety that leads to suicide. Are people
15 also ignoring, covering up, or taping over an emotional check-engine-light that
16 signals biological susceptibility to illness, disease, and cancer?

17
18 **Current literary education:**

19 Characters driven by lust, greed, hate, anger, vengeance, or even love, joy, or passion
20 has been the plot in literature since Homer's *Iliad* over 3000 years ago. Even today,
21 our conception of emotions has been linguistically molded from childhood through
22 family interactions and in later years through reading literary works such as Dickens's
23 *Great Expectations*, Lee's *To Kill a Mocking Bird*, and Austen's *Pride and Prejudice*.

24 A shared cultural and linguistic development of core beliefs and conceptual
25 understandings about emotions is required for young students to comprehend and
26 follow the emotional twists and turns within these popular English literary works. As
27 students mature and are introduced to the more advanced works of William
28 Shakespeare and others, comprehension is even more dependent upon prior

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1 assimilation of cultural and linguistic paradigms. Conceptions of emotions are
 2 further reinforced by the logic and reason applied in today’s scientific literature,
 3 research, and discussions about emotions.

4
 5 Is it now possible to introduce a different linguistic paradigm of emotions without it
 6 immediately being rejected because conceptually it runs counter to our neuro-
 7 linguistic paradigms that have shaped our core beliefs and understandings of
 8 emotions since birth?

9
 10 *Any attempt to understand and affect the internal human environment must be taken*
 11 *with an understanding of the changing biochemical/physiological conditions of that*
 12 *environment. Emotions, within a different paradigm, may just be the indicator*
 13 *needed by the general public to (1) interpret this vast and complex internal*
 14 *environment of changing biochemical/physiological conditions and for (2)*
 15 *understanding and guiding their own cognitive and physical behavior towards their*
 16 *own health, well-being, and prosperity.*

17
 18 **Symbiotic mind, body, emotions, consciousness synergistic paradigm:**

- 19 1) Emotions cannot be destructive, nor constructive, in themselves because
 20 emotions are consciousness’s awareness of a biochemical physiology
 21 precipitated by destructive, or constructive, *cognitive* activities.
 22 2) Negative feeling emotions are indications that abusive and damaging
 23 *cognitive behavior* is creating unhealthy and destructive
 24 biochemical/physiological conditions.
 25 3) A person cannot be “emotionally out of control”; that is a misnomer.
 26 a. Since emotions are the awareness of biological states/changes
 27 precipitated by cognitive activities, instead of a person being
 28 emotionally out of control, they are cognitively out of control.
 29 4) Emotions are what a person feels.

- 1 5) Cognition is about what a person thinks.
- 2 6) Emotions either feel good or feel bad.
- 3 7) Cognition deals with the processes of knowing and awareness, namely,
- 4 perception, recognition, conceiving (which includes imagination and
- 5 inspiration) and reasoning (Encyclopedia Britannica, Cognition: thought
- 6 process) where understanding and comprehension can project future
- 7 consequences and events. Emotions are the perception of biological
- 8 states/changes precipitated by cognitive activities.
- 9 8) Emotions can change biology through a cognitive awareness of these same
- 10 emotional feelings, much like a microphone/speaker reverb feedback loop.
- 11 9) Words that describe emotions such as love, joy, excitement, hate, and anger
- 12 are neuro-linguistically an association between the awareness of emotional
- 13 perceptions and an awareness of cognitive activities.
- 14 10) Self-indulgence in continual fear *IS* a mental illness.
- 15 11) Mental illness is the lack of mental well-being where a person has become
- 16 incapable of responding to their emotions – responding not as emotions have
- 17 been linguistically programed from birth but responding as emotions have
- 18 evolved through the ages – to guide one’s own cognitive activities towards
- 19 physical and mental health, wealth, and well-being.
- 20 12) Mental illness is defined as the inability of an individual to constructively
- 21 respond to their own evolved emotional biological neurology of awareness
- 22 with the understanding that “constructively” is very subjective.
- 23 13) Neuroplasticity is the fact that the brain can rewire itself. (Begley, 2013),
- 24 (Doidge, 2015)
- 25 14) The https://emotional-evolution.com/wp-admin/edit.php?post_type=page
- 26 neural networks that supported a reality and the cause of violent behavior
- 27 yesterday, those same neural networks have the physical capacity to change
- 28 today and to no longer have the capacity to support that violent reality and
- 29 behavior tomorrow.

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- 1 15) The neural networks that supported a reality and the cause of nonviolent
2 behavior yesterday, those same neural networks have the physical capacity
3 to change today and to no longer have the capacity to support that non-
4 violent behavior tomorrow.
- 5 16) What is criminal justice without positive neuroplastic growth and change?
- 6 17) Neuroplastic capacity of learning is accentuated with positive emotional
7 feelings which signify a healthy biology, and suppressed with negative
8 emotional feelings which signify an un-healthy biology. (Katz, Sprang
9 Cooke, 2012, Sept).
- 10 18) Negative emotions are negative because of what negative emotions are. By
11 the necessity of surviving the evolutionary process, emotionally negative
12 feelings have an evolved correlative relationship with (1) a dis-harmonious
13 and un-healthy biology and (2) its consciousness awareness thereof while
14 (3) being aware of and focusing upon that which is not wanted.
- 15 19) Positive feeling emotions are positive because of what positive emotions
16 are. By the necessity of surviving the evolutionary process, emotionally
17 positive feelings have an evolved a correlative relationship with (1) a
18 harmonious and healthy biology and (2) its consciousness awareness thereof
19 while (3) being aware of and focusing upon that which is wanted.
- 20 20) Positive feeling emotions are the awareness of potentially harmonious and
21 healthy biological states/changes of the body/brain.
- 22 21) Negative feeling emotions are the awareness of potentially, if left unabated,
23 dis-harmonious and unhealthy states/changes of the body/brain.
- 24 22) The burden of emotional negativity that comes from dwelling upon
25 unwanted and undesirable conditions creates its own vortex of cognitive and
26 physical behaviors that disallow a reconstructive awareness and action upon
27 desirable cogitative and physical behaviors. (Katz, Sprang, Cooke, 2012)
- 28 23) By moving thought and debate up into the “mammalian brain”, a ‘what feels
29 good is good’ mentality can expand into a broader and greater awareness of

- 1 both short and long-term consequences so that decision-making and action
2 can mature into greater complexity and imagination and have a passionate
3 foundation for existence. (Laurent, 2016), (Naumann, 2015)
- 4 24) Dis-harmonious and unhealthy body/brain conditions, as indicated by
5 negative feeling emotions, are susceptible to illness, disease, and cancer.
- 6 25) Harmonious and healthy body/brain conditions, as indicated by positive
7 feeling emotions, are resilient to illness, disease, and cancer.
- 8 26) Any assessment of physical health and wellbeing or illness, disease, or
9 cancer, and/or potential risk of illness, disease, or cancer must include an
10 assessment of long-term emotional changes/states of being.
- 11 27) Well-being and the success of any professional therapy, mental or physical,
12 is not defined by the absence of illness or symptoms but by the presence of
13 health, vigor, and joy along with the presence of the necessary cognitive
14 skills, abilities, and motivation to nurture these conditions by employing
15 one's own emotional guidance.
- 16 28) The ability to reconstruct emotionally negative cognitive activities and
17 awareness to emotionally positive cognitive activities and awareness can be
18 nurtured, learned, and developed.
- 19 29) Section 8.2: "Cognitive-Emotional Rehabilitation and Strengthening
20 Exercises, aka, Wellness Training (Your Superhero Toolkit)" of the
21 *Symbiotic Psychology* text outlines a multiple number of disciplines each
22 containing any of a number of techniques that are currently available to
23 reconstruct emotional negative cognitive activities.
- 24 30) The best "cure for cancer" may just be a cognitive awareness and response
25 to one's own constructive emotional guidance, i.e., "the best defense is a
26 good offence".
- 27 31) "Happy" people – those without the continuous burden of emotionally
28 negative cognitive activities – are healthier, more prosperous, and more
29 successful in life. (Lyubomirsky, King, Diener, 2005)

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1 32) Emotions have evolved to guide cognitive behavior but, beware of the
2 “Dark Side” of emotional guidance (*Symbiotic Psychology: The Synergy*
3 *Between Mind, Body, Emotions, and Consciousness*, Section 9).

4 33) Cognitive activities can change.

5

6 **Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness**

7 **Training:**

8 Why are there not wellness training and self-empowerment education classes in every
9 public school in the nation? Why is the significance of emotional awareness and its
10 correlations to physical health, well-being, social success, and prosperity not being
11 realized nor acknowledged by our mental and physical health academia?

12

13 We must become a nation of self-empowered citizens. Self-empowerment should not
14 be a matter of birth nor luck but a matter of intent and design. Everyone has the
15 power of emotional guidance, but only a few have become fortunate to realize that
16 power. The strong and powerful should not support the less fortunate, but teach the
17 less fortunate the power, strength, and wisdom that lies hidden within their biological
18 neural networks of emotions. Humanity’s emotional guidance system is the pinnacle,
19 and has the power, of hundreds of millions of years of successful evolutionary
20 conflict and survival. Let those that have realized that power, teach that power.

21 The first “Council on Youth Fitness” was created by President Eisenhower. President
22 Kennedy, who changed the its name to “The President's Council on Physical Fitness”,
23 wrote over 50 years ago in *Sports Illustrated*, “We do not want in the United States a
24 nation of spectators. We want a nation of participants in the vigorous life. We are
25 under-exercised as a nation; we look instead of play; we ride instead of walk...
26 Physical fitness is the basis for all other forms of excellence.” (JFK Library, *Physical*
27 *fitness*)

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

10
11 Section 8.2: Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka,
12 Wellness Training (Your Superhero Toolkit) of the *Symbiotic Psychology* text
13 presents a roadmap guide for understanding wellness training and how a wellness
14 training program can be integrated into education (Jackson, 2019)

15
16 **Summary:**

17
18 *Well-being and the success of any professional therapy, mental, emotional or*
19 *physical, is not defined with the absence of illness but by the presence of health,*
20 *vigor, and joy along with the necessary cognitive skills, abilities, and motivation to*
21 *nurture these conditions with one’s own emotional guidance.*

22
23 The acceptance of current psychological and psychiatric theories and practices lies
24 within their successful integration of multiple cognitive constructs within an intuitive
25 linguistic framework. The danger to you and your family lies not with the proven
26 success of psychological theory and practice, but with its lack success. A psychology
27 that is helpful to many may also be fueling the violence, poverty, and ignorance of
28 others because of its lack of understanding and recognition of the hazards of cognitive
29 behavior therapies and their management, control, and regulation of emotions.

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What is lacking is a Detective Columbo like questioning of some very basic assumptions and correlations within current psychological theory that has existed within literary folklore for thousands of years. These assumptions and correlations are still being linguistically programmed within students every day in literature comprehension classes around the world.

The basic belief uniting these assertions is that emotions change biology. Because the idea that emotions change biology is a basic belief fundamental to today's psychology and which has been linguistically programmed since birth and reinforced throughout early literature understanding and comprehension classes, its questioning is almost automatically disregarded. Are not emotions also the perception of biological changes such as a faster beating heart, a tightening of the stomach, or the quickening of the breath? If that be the case, then emotions are both the cause of biological change and the perception of the same biological change. That is, emotions are both cause and effect. Is this scientifically sound logic? Or is this logic quietly being ignored because of the proven success of evidenced-based practices of modern psychology and psychiatry?

There is a solution that only mildly disrupts the apple cart and that will maintain the validity of thousands of research papers and advance the future of psychological research and practice into completely new and beneficial paradigms. Instead of emotions changing biology, cognition changes the biology that consciousness then perceives as emotions. An awareness of the cognitive activity that precipitated any biological changes/states plus an emotional awareness of these same biological changes/states gives rise to emotional intelligence. But it is precisely the management of regulatory emotions rather than the management of the causal cognitive activities from which the biological states/change arose that presents a danger and possible manifestation of destructive behavior.

1
2 There is a key difference between the paradigms of “emotions guide cognitive
3 behavior” and “cognitive behavior regulates emotions.” Within the construct of
4 “cognition regulates destructive emotional behavior,” it is the *intellect* which
5 identifies, determines, and defines destructive emotional and biological behavior as
6 well as identifies, determines, and defines the cognitive behavior which causes this
7 destructive emotional behavior. Within the construct of “emotions guide cognitive
8 behavior,” it is the very presence of negative *emotions* which identifies, determines
9 and defines destructive cognitive and biological behavior. If emotions are the
10 perception of biochemical physiology, then negative feeling emotions are the
11 indication of very real aberrant and destructive cognitive and biological behavior.
12

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

22 The great advantage of this paradigm adjustment is that now cognitive behavior
23 therapies are not only an important and necessary tool for physical health and well-
24 being, these therapies may very well prove to be a more effective and robust tool in
25 the treatment of severe bipolar and psychotic disorders, suicidal depression, and other
26 very demanding illnesses. With emotional guidance training and with a new battery
27 of pharmaceutical medications emphasizing cognitive self-management, true healing
28 may become the new norm.

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1
2 Emotions have evolved to be part of a synergistic whole where cognition,
3 biochemical physiology, emotions, and consciousness work cooperatively in a
4 symbiotic nature for the health and well-being of the individual.

5
6 A more complete discussion can be found in my book, *Symbiotic Psychology: The*
7 *Synergy Between Mind, Body, Emotions, and Consciousness*. This text can be
8 downloaded as a PDF from: <https://symbioticpsychology.com/>.

9
10 Passionately,



11
12
13 Andrew Jackson

14 Symbiotic Psychology

15
16 *The greatness of the human life experience emerges from the flames of individual*
17 *desire arising out of hell's fiery conflicts on earth. Intention is forged in these*
18 *fires. Emotional guidance aligns our journey with these new intentions. Each*
19 *succeeding generation will have its own mountains to climb and waters to cross*
20 *with their own stars to navigate towards. Intent is that guiding star; and it is our*
21 *emotions that perceive its light. The more joyous the feeling, the more harmonious*
22 *and powerful the wonders revealed through life's journey.*

23
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1 **Subject: *Emotions: The Linguistics of Science and Shakespeare***

2 Date: rev2019-07-24a

3
4 *Any attempt to understand and affect the internal human environment must be taken with an*
5 *understanding of the changing biochemical/physiological conditions of that environment.*

6 *Emotions, within a different paradigm, may just be the indicator needed by the general*
7 *public to (1) interpret this vast and complex internal environment of changing*
8 *biochemical/physiological conditions and for (2) understanding and guiding their own*
9 *cognitive and physical behavior towards 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 Raven*, and

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

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

10

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

17

18 The basic belief in emotional management is the foundation of Cognitive Behavior Therapy
19 (CBT) where cognitive activities are employed to manage emotions. Congruently, mental
20 illnesses such as depression have identifiable biochemical/physiological and neurological
21 signatures where pharmaceuticals are incorporated into CBT practices to aid in emotional
22 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
26 ideas and beliefs, which have been ingrained from childhood, are now coloring the
27 foundation of modern psychology?

Dear Researcher: *Emotions: 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
4 understanding and comprehension of an alternative paradigm, which is similarly developed
5 through scientific principles and logic but which has a different cultural and linguistic basis
6 for 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
13 of, (2) the actualization of, and (3) the feeling of strength, vigor and well-being as well as
14 (4) consciousness’s perception of good feeling emotions. Simply put, if these correlations
15 did not exist in this way, a being would have a low probability of survival. (I further develop
16 this argument in my book: *Symbiotic Psychology: The Synergy Between Mind, Body,*
17 *Emotions, 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 and awareness, namely, perception, recognition, conceiving (which includes
24 imagination and inspiration) and reasoning (Encyclopedia Britannica, Cognition: thought
25 process) where understanding and comprehension can project future consequences and
26 events. It is these cognitive activities which change biochemical physiology and which
27 consciousness subsequently becomes aware of through emotional perception. Awareness
28 of emotions is in itself a cognitive activity, which can further drive neurological activity,

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

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

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

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

Dear Researcher: *Emotions: The Linguistics of Science and Shakespeare*

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

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

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

22
23 Somewhere, sometime, somehow, academia must find some common ground. Since I
24 began voicing my concerns over psychological and pharmaceutical therapeutic
25 methodologies erroneously based within causal aberrant and destructive emotions, over a
26 million (*MILLION*) Americans have committed suicide, millions of other people have been
27 put in incarcerating conditions that only amplify their psychological injuries, and mass
28 shootings continue with no review of the psychological environments that are oblivious to
29 emotions' evolutionary design and that are fostering all of these atrocities. Lack of true

Dear Researcher: *Emotions: The Linguistics of Science and Shakespeare*

1 academic questioning and review of psychological and pharmaceutical emotional theory is a
2 true crime against humanity.

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

8 Sincerely,

9
10 Andrew Jackson

11 <https://symbioticpsychology.com/>

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



13
14
15
16 Postscript:

17 “There is a danger of medications *masking* destructive cognitive behaviors that normally are
18 exposed through erratic, abnormal, and convoluted emotional feedback. If these *emotional*
19 *reflections* of aberrant mental and physical behaviors are ignored or camouflaged with
20 pharmaceuticals and if irregular *cognitive behavior* is left unaddressed without proper
21 psychological counseling and therapy, cognition may fester unabated and create a myopic
22 vortex of circular mental and physical behaviors. This psychosis can break out with
23 disastrous consequences to the patient and to others, who may become characters in a
24 manically-conceived tragedy played out in real life.” (ref: Jackson, A., 2019. *Symbiotic*
25 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. Section 6.2
26 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 other*
5 *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, Emotions-as-Effect Theory understands emotions
20 as an evolved sensory system, akin to the sense of pain, giving conscious feedback of
21 a state of biochemical physiology. Emotions, instead of being regulated by cognitive
22 behavior, are used to guide cognitive behavior for the health and well-being of the
23 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 unique and misunderstood
27 system of biofeedback that lets each individual be aware of their own
28 biochemical/physiological balance and a system of guidance for the care and
29 preservation of this balance. But, because of a lack of precise definition, meaning,

1 and use of terminology in the literature, scientific analysis and experimentation
2 misrepresent this system. In this
3 book I carefully define terminology and give an order and structure to cognition,
4 biochemical physiology, emotions, and consciousness.

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

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

26
27 The *Handbook of Emotion Regulation* (Gross J., 2014) implies within its title that
28 emotions are something to be regulated because emotional disorders exist where

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

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

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

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

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

21 Can we reorganize and alter the elements of cognitive behavior therapies without
22 changing the basis of success of these therapies, that is, in their ability to change
23 cognitive activities and cognition, which thereby changes emotional experiences and
24 their correlative biochemical physiology? What if, rather than viewing *emotions* as
25 causal within a loop which produces the biochemical/physiological responses in the
26 brain and body, we were to view *cognitive activities* as the producers of these

Dear Health Care Professional: *Redefining Therapeutic Success*

1 biochemical/physiological responses? Emotions could then be understood to be the
2 perception of these biochemical/physiological responses. The conundrum of emotions
3 both triggering biochemical/physiological responses and being the response to
4 biochemical/physiological changes is relieved, and the research on the effectiveness
5 and success of cognitive behavior therapies is maintained as follows:

6
7 *An experience within an environment of core beliefs stimulates thought and other*
8 *cognitive neural network activities. These cognitive activities (perception,*
9 *recognition, conceiving – which includes imagination and inspiration – and*
10 *reasoning) stimulates an “emotional neurology” that initiate a*
11 *biochemical/physiological reaction within the brain and body. It is this biochemical*
12 *physiology of the brain and body that consciousness perceives and experiences as*
13 *emotions and uses to further modify cognitive activity.*

14
15 Negative feeling emotions are indications that abusive and damaging cognitive
16 behavior is creating unhealthy and destructive biochemical/physiological conditions.
17 Furthermore, these damaging biological conditions would worsen if emotional
18 behavior were not to be acknowledged or were to be deliberately suppressed or
19 ignored. This would be especially concerning if emotions were to be managed and
20 controlled by pharmaceuticals, which could easily make any therapeutic discourse of
21 cognitive behavior misleading and even invalid because of the lack of a true
22 cognitive/emotional correlative relationship.

23
24 There is a key difference between the paradigms of “emotions guide cognitive
25 behavior” and “cognitive behavior regulates emotions.” Within the construct of
26 “cognition regulates destructive emotional behavior,” it is the *intellect* which
27 identifies, determines, and defines destructive emotional and biological behavior as
28 well as identifies, determines, and defines the cognitive behavior which causes this

1 destructive emotional behavior. Within the construct of “emotions guide cognitive
2 behavior,” it is the very presence of negative *emotions* which identifies, determines
3 and defines destructive cognitive and biological behavior. If emotions are the
4 perception of biochemical physiology, then negative feeling emotions are the
5 indication of very real aberrant and destructive cognitive and biological behavior.

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

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

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

Dear Health Care Professional: *Redefining Therapeutic Success*

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

3
4 Sincerely,

5
6 Andrew Jackson

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

8 <https://symbioticpsychology.com/>



9
10
11
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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 worked
19 with the idea that I could get better. That as I gained more control of my psychotic mind
20 through the guidance and power of my emotions, I would need less invasive medications.
21 My 'Program to Freedom' had its setbacks. I ended up in jail, my wife called for a divorce,
22 but after four years of continuous conflict, I saw my last mental health caregiver.

23
24 From 1979 to 1996 I kept 'going on'.... for over 15 years I searched for a path to free me
25 from my own mental hell. I found it in the high deserts of El Paso, TX. Now, over 20 years
26 later, I am writing this to give you hope. I found a path, a way out of hell. I am happily
27 married. I am happily retired. I am still learning how to enjoy life, but I am enjoying life.
28 I found that success means bringing a "healthy attitude" to life and to the daily, moment to
29 moment decisions, especially to the choices that are made on what to think and dwell upon. I

Dear Patient: *Become Your Own Superhero*

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

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

11

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

20

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

27

Dear Patient: *Become Your Own Superhero*

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

5

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

12

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

18

19

20 Sincerely,

21

22 Andrew Jackson

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

24 <https://symbioticpsychology.com/>



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

2 Date: 2019-08-17b

3
4 Dear Board of Education,

5
6 What is the purpose of education if it is not to provide the tools and training for a
7 successful adult life? And where is success without the joy and passion that signifies
8 mental and physical health and well-being? Can education be called a success if it does not
9 provide the understanding and training of a personal cognitive-emotional system which has
10 evolved for the actualization and maintenance of mental and physical health and well-
11 being? Education should not be confined to developing a student's cognitive skills without
12 also understanding the importance and significance of their emotional connection to
13 happiness and joy. Cognition, physiology, emotions and consciousness have evolved
14 together as a synergistic team. The nature and effective employment of these synergies
15 should certainly be part of our educational curriculum. And this means teaching and
16 developing the students' skills and abilities to accentuate joyous cognitive and behavior
17 endeavors for their own – and society's – health, well-being, and prosperity.

18
19 *The understanding of emotions that drive the characters of Shakespeare are not the*
20 *understanding of emotions within a science where emotions have evolved for the health,*
21 *well-being, and prosperity of your students.*

22
23 Have teachers' core beliefs of emotions – which may have been linguistically molded from
24 childhood through family interactions and in later years through reading literary works
25 such as Mark Twain's *The Adventures of Tom Sawyer*, Dickens's *Great Expectations*,
26 Poe's *The Raven*, and Austen's *Pride and Prejudice* – impacted current understanding and
27 scientific research about emotions and cognition?

Dear Board of Education: *Empowering ALL Students to Succeed and Thrive*

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

8
9 I am asking you to evaluate your own paradigm of emotions, the very paradigm of
10 emotions that you as educators, are indoctrinating your students with as you teach them
11 how to read and write. You must take responsibility and understand that what began
12 innocently in first grade to learn how to read, write, and understand literature continues
13 within the academic halls of psychology and psychiatry. The emotional paradigm of
14 Shakespeare without a careful introspection of how emotions must have evolved is
15 fostering a society of crime, violence, and suicidal mania. You, as educators must begin
16 your own analysis because the psychological academia is only continuing the core beliefs
17 of emotional understanding that you instilled.

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

24
25 According to current psychological theory, destructive and aberrant emotions must be
26 managed because of emotions' influence upon biology. The development of emotional
27 intrigue as found within the interplay of literary characters aligns with the paradigm of
28 emotions as expounded in today's psychological theories. Many literary plots are driven by

Dear Board of Education: *Empowering ALL Students to Succeed and Thrive*

1 the characters' mismanagement of their emotions, or are even controlled and driven by
2 their emotions of the moment.

3
4 Somewhere, sometime, somehow, academia must find some common ground. Since I began
5 voicing my concerns over psychological and pharmaceutical therapeutic methodologies
6 erroneously based within causal aberrant and destructive emotions, over a million
7 (*MILLION*) Americans have committed suicide, millions of other people have been put in
8 incarcerating conditions that only amplify their psychological injuries, and mass shootings
9 continue with no review of the psychological environments that are oblivious to emotions'
10 evolutionary design and that are fostering all of these atrocities. Lack of true academic
11 questioning and review of psychological and pharmaceutical emotional theory is a true crime
12 against humanity.

13
14 *Continual education of the linguistics of emotions found in Shakespeare without teaching*
15 *the linguistics of emotions found within the science of evolution is a true crime against*
16 *humanity.*

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

24
25 From an evolutionary perspective, there must be a positive correlation between (1) a
26 cognitive awareness of strength, vigor and well-being, (2) an actualization of a physiology
27 of strength, vigor and well-being, and (3) the neural networks associated with the emotions
28 of pleasure. Biochemistry, both at the molecular level and at the neural network level,

1 must sustain the correlations between (1) the cognitive knowing of, (2) the actualization of,
2 and (3) the feeling of strength, vigor and well-being as well as (4) consciousness's
3 perception of good feeling emotions. Simply put, if these correlations did not exist in this
4 way, a being would have a low probability of survival.

5 Imagine what would happen to a person who is drunk and (1) thinks of themselves as
6 strong and capable, but (2) in actuality they are quite confused and clumsy and (3) they feel
7 great and very confident! They perceive themselves as quite capable of driving across
8 town in rush hour traffic. What is their probability survival? (These arguments are
9 developed further in Section 2: "Emotions as an Evolved Biological System" in the
10 attached Symbiotic Psychology book.) We have evolved to be joyous beings. An
11 individual's mental and physical health depends on their seeking and finding cognitive
12 activities of knowing and awareness, namely, perception, recognition, conceiving (which
13 includes imagination and inspiration) and reasoning (Encyclopedia Britannica, Cognition:
14 thought process) where understanding and comprehension can project future consequences
15 and events. From a biological perspective if it emotionally feels good, it is good.

16
17 There is a key difference between a new paradigm of "emotions guide cognitive behavior"
18 and current textbook understanding of "cognitive behavior regulates emotions." Within the
19 construct of "cognition regulates destructive emotional behavior," it is the intellect which
20 identifies, determines, and defines destructive emotional and biological behavior as well as
21 identifies, determines, and defines the cognitive behavior which causes this destructive
22 emotional behavior. Within the construct of "emotions guide cognitive behavior," it is the
23 very presence of negative emotions which identifies, determines and defines destructive
24 cognitive and biological behavior. If emotions are the perception of biochemical
25 physiology, then negative feeling emotions are the indication of very real aberrant and
26 destructive cognitive and biological behavior.

27
28

Dear Board of Education: *Empowering ALL Students to Succeed and Thrive*

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

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

23
24 I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
25 *Consciousness* so people would understand that there are other answers to their emotional
26 turmoil that modern psychology has failed to understand. My hope is that as you
27 comprehend my words, current illusions about emotions will be lifted and you will
28 understand emotions' scientific significance through your own personal reflection and
29 thereby understand the linguistic differences between the emotions of Shakespeare and the

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1 emotions of science and why these differences must be developed within a school district's
2 curriculum.

3
4 Some of the key word/phrase indicators demonstrating a lack of comprehension that
5 emotions are the perception of biological conditions caused by cognition are: aberrant and
6 destructive emotions, emotional disorder, emotional regulation, emotional addiction, anger
7 management, "control your emotions" and "you are emotionally out of control." These, as
8 well as depression, emotional trauma, and posttraumatic stress disorder (PTSD) need to be
9 used with the understanding that emotions are a perception biological conditions caused by
10 cognitive activities. This construct is further developed in Section 3.0: "Depression: Mental
11 Illness of Mental Injury" and Section 7.2: "Trauma and Addiction Corrupting the Cognitive-
12 Emotional Relationship" of the *Symbiotic Psychology Book*.

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

23
24 Enclosed is the current revision of *Symbiotic Psychology: The Synergy Between Mind,*
25 *Body, Emotions, and Consciousness*. And for an easy assessment by anyone, the book can
26 be downloaded at <http://emotional-evolution.com/>. Please feel free to contact me with any
27 questions or concerns you may have. This book was written to offer a basic understanding
28 of what is necessary within a K-12 curriculum that empowers ALL people – especially
29 those who are socio-economically disadvantaged – with the tools needed to, not only

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1 survive, but thrive in today's chaotic world of uncertainty, mis-information, and cultural
2 division.

3
4 Sincerely,

5
6 Andrew Jackson

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

8 <https://symbioticpsychology.com/>



9 Postscript:

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. (ref: Jackson, A., 2019. *Symbiotic*
18 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. Section 6.2
19 Masking Neurological Processes)

20
21 *Emotions-as-Effect Theory*

22 *Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are the*
23 *perception, by consciousness, of a biochemical physiology within the body and the brain*
24 *precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions and*
25 *feelings are perceptions of an internal state of biology precipitated by cognition, emotions*

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1 *and feelings are a reflection of, and give insights into, the nature of this cognitive behavior.*
2 *Also, because emotions and feelings are not causal, emotions and feelings are neither*
3 *destructive nor constructive but rather they are indicators towards the presence of very real*
4 *destructive and constructive – and causal – cognitive behaviors. Correlations between*
5 *cognition, healthy biochemical physiology, and good feeling emotions and feelings are a*
6 *result of millions of years of evolutionary survival for the health and well-being of the*
7 *individual – as are the correlations between bad feeling emotions and feelings and an*
8 *unhealthy biology. Now the question is, how are these correlations between cognition,*
9 *biology, emotions and feelings, and consciousness understood, nurtured, and developed*
10 *within a society for an individual's health, wealth, and general well-being through their own*
11 *successful decision-making and creativity?*
12

1 Subject: **For Entertainment Purposes Only**

2 Date: rev2019-07-19a

3

4 *Am I Me?*

5

6 *I am that which I am aware of. I am that which I am conscious of. Is it I who*
7 *choose my thoughts and hence that which I feel? Do I determine who I am, what I*
8 *am, what I do?*

9

10 *Or do “they”, those who wish my obedience? Do they orchestrate my mind, my*
11 *thoughts, my attention, and hence, my emotions? Do they determine that which I*
12 *am, that which I desire, that which I do?*

13

14

Am I me or am I them?

15

16 Dear Student,

17

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

24

25 A character in a plot feels emotions. They have emotional feelings. They perceive emotions.
26 Essentially, all emotions that a character feels are emotions that feel good or emotions that feel
27 bad. But the bodily changes, the bio-chemical changes that a person feels in love, in
28 depression, in the fight, flight, or freeze response such as a faster beating heart, a quickening of

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1 the breath, the perspiration running down their forehead, the knot in their stomach, all these
2 bodily changes are not caused by emotions.

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

9 **What is the Cognitive Mind?**

10 The cognitive mind deals with thinking – with thoughts of awareness and knowing. Cognition
11 also deals with the processes of knowing and awareness, namely, perception, recognition,
12 conceiving (which includes imagination and inspiration) and reasoning (Encyclopedia
13 Britannica, Cognition: thought process) where understanding and comprehension can project
14 future consequences and events.

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

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

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1 **What are Emotions?**

2 Emotions are a perception, a sense akin to the sense of sight, sound, taste, smell, and touch.

3 The sense of emotion feels. Broadly speaking, emotions feel good or emotions feel bad.

4 Emotions are a perception of the biochemical/physiological states of the body – which includes
5 the brain. And contrary to popular folklore and their characterization in a movie or novel, a
6 person is not driven by their emotions.

7 A person may be driven, and they are driven, by their changing biochemistry. But these
8 biological states are precipitated by cognitive activities, not by an emotional awareness.

9 Emotions sense these biological states. Emotions don't create them. Cognition creates them.

10 And as a reminder, cognitive activities of the mind are awarenesses of knowing such as
11 thoughts, perceptions, reasoning and imagination.

12

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

16

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

24

25 **Emotions as an Evolved Sensory Perception of Bio-chemical States**

26 An observer has a perception of, and an understanding of, what it means to come across a
27 hungry bear in the woods. To say the observer has an emotional reaction – or an emotional
28 event – to the bear is true but it is also inaccurate. The observer had a series of cognitive

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1 events. They saw an animal. They recognized it as a bear. They imagined that the bear was
2 hungry. They conceived of the idea of themselves as being the bears dinner.

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

8

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

13

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

18

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

24

25 **A Feels Good Is Good Attitude**

26 A person's emotions are indicators of their health and well-being. Emotions are telling them
27 the harmony of their body's biology – are they being strong or weak. Negative feeling
28 emotions are the body's way of saying "you are creating conditions within your body that will

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1 cause, if it hasn't already, weakness, lethargy, clumsiness, and ineptness." These conditions
 2 make the body ripe for illness and disease. Positive feeling emotions are the body's way of
 3 saying "you are creating healthy, strong and vigorous conditions in your body." Not only is
 4 the body ready to thrive in the external world, but its internal world has a greater capacity to
 5 fight off illness and disease.

6
 7 This "bears" repeating.

8
 9 By entertaining negative emotional thoughts, a person weakens their body's biology. By
 10 entertaining positive emotional thoughts, a person strengthens their body's biology. This
 11 correlation between mind, body, and emotions is that which must exist for homo-sapiens to
 12 have survived their evolutionary challenges. For your body's health, "what feels good is good"
 13 and "what feels bad is bad". (Reference Section 2: "Emotions as a Biological System" in the
 14 attached Symbiotic Psychology book)

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

23 **Cognitive-Emotional Wisdom**

24 To have cognitive-emotional wisdom is to have the cognitive and emotional understandings
 25 and abilities *to avoid acting from* the lower platforms of despair, depression, and anger. These
 26 negative emotional places of being have evolved to signify a weakening of a person's biology.
 27 This makes them easier prey to diseases, illnesses and prone to accidents and injury. (Authors

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1 Note: If these last statements are in doubt because I don't provide any empirical evidence, set
2 up your own "mental" experiments and "conceive" some possible results. Look what Einstein
3 did with mental experiments. Or you can do some research for a class.)

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

10

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

15

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

23

24 Section 8.2: "Cognitive-Emotional Rehabilitation and Strengthening Exercises (Your
25 Superhero Toolkit)" contains the heart of a lifestyle that reinforces the synergies between
26 mind, body, emotions, and consciousness. Strengthening these relationships might just be the
27 advantage a student needs to succeed in today's chaotic world of prejudice and misinformation.

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1 Understanding and working these cognitive-emotional strengthening exercises are especially
2 important to those where these skills are not part of their home and cultural environment.

3 **Emotional Entertainment vs Emotional Wisdom**

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

10

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

16

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

21 To have emotional wisdom means a person has the ability and is capable of focusing on those
22 thoughts, ideas, imaginations, and observations that feel good, or simply, on what they want
23 and desire. Emotional wisdom means to have the ability and capacity to use negative emotions
24 – that signify cognitive activities dwelling upon that which a person doesn't want – to help
25 themselves identify that which they do want. Again, a person knows what they don't want –
26 which feels bad – so now use that awareness to “find a better feeling thought.” (Hickes, J. &

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1 Hicks, E., 2006) To have emotional wisdom also means to understand the difference between
2 the cognitive construct of an emotional ride for entertainment, where one can get on and off,
3 and the cognitive construct of emotional guidance, where one uses their emotions to guide
4 cognitive activities. A careful distinction must be understood by every individual as to which
5 cognitive construct of emotions is in play.

6
7 Are emotions being allowed to be taken for a ride for entertainment purposes? And with this
8 construct, is it understood that, in actuality, it is the mind that is being taken for a ride? Or,
9 should the construct of emotions as an evolved biological guide to manage cognitive activities
10 be utilized? Every person needs to develop the cognitive dexterity, understanding, and
11 capacity to change between “emotional entertainment” and “emotional wisdom”.

12
13 Entertaining mediums such as books, movies, shows, concerts as well as many other forms ask
14 of one to suspend their evolved emotional construct that guides cognitive behavior towards that
15 which feels good. When being entertained, one is asked to lay aside their emotional guidance
16 and follow the roller coaster up and downs of the many characters and themes of the story
17 being presented. All is well and good if a person then re-engages their emotional guidance
18 once the entertainment is over.

19
20 **Quick Review**

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

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

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1

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

8

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

15

16 (Note: Emotional guidance and emotional wisdom are very similar cognitive constructs.
17 Emotional guidance refers to using one’s emotional system to evaluate cognitive activities.
18 Emotional wisdom implies the use of emotional guidance plus an awareness of various
19 complexities of social order and disorder. This implies the importance and need for moral
20 awareness, development and education. The importance of moving this internal discussion and
21 debate up from the reptilian brain and into the mammalian brain cannot be over
22 emphasized. See Section 7.0: “Cognitive-Emotional Wisdom” and Section 9.0: “Emotional
23 Guidance – The Dark Side” in the attached *Symbiotic Psychology* book.)

24

25 **Tyrannosaurs, the “Tyrant Lizards”**

26 Humans have evolved to be joyous beings. The evolutionary nature of emotional guidance is to
27 sift through any mental turmoil to find, develop, and create the thoughts, beliefs, and behaviors
28 that feel good. These good feeling behaviors are the indications of promoting a healthy and
29 strong biochemical/physiological environment. But when the construct of emotional guidance

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1 is vacated, leaving only a construct of emotional entertainment, “reality” becomes a theatrical
2 set that must be manipulated.

3

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

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

15

16 There are those who bring this type of “warfare” to the classroom, hallways, and playgrounds.
17 These tyrannosaurs or ‘tyrant lizards’ of the school dominate their environment because their
18 reptilian mentality has taken over their higher functioning mammalian brains. They *react to*
19 the environment in a constant “emotional entertainment” mode rather than *act upon* the
20 environment with “emotional wisdom.”

21

22 The world makes them rather than they make the world. What is seen makes them angry,
23 happy, sad, or whatever. What is heard makes them angry, happy, sad, or whatever. What
24 somebody else did makes them.... There is no engagement of “emotional wisdom”. They have
25 fallen into a trap where all the world has become emotional entertainment. They have become
26 victims of their lower order functions which now needs to control its environment. They need
27 to direct their play. They need power to direct and to manage each scene in their play because

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1 all the world has become the cognitive construct of “emotional entertainment.” If I feel good,
2 it is good. If I feel bad, it is bad. My might makes it right.

3
4 For these tyrannosaurs, feeling good no longer comes from cerebral efforts of the mind to seek
5 and choose good feeling thoughts and then to act from this good feeling awareness. To the
6 tyrannosaurs, feeling good only comes from being “emotionally entertained.” This means they
7 need to control their environment so where any observation of their “playground” feels good.
8 And if it feels good, it is good. Might is right because might is needed to make their
9 playground right. There is no longer a higher order of thought where any complex discussions
10 and understandings may pave the way for a “might for right” code of justice.

11
12 These “tyrants of the playground” may yet serve a purpose for those educated to understand.
13 These tyrants of brutality and violence as well as those who create anxiety, worry and
14 trepidation can be useful. ***They provide a cerebral challenge and field experience in finding***
15 ***one’s own internal values, beliefs, and detachment that disempowers the tyrannosaurs’***
16 ***aggression.*** Success comes from detaching from the tyrant’s reality and the tyrant’s belief of
17 their dominance and control. Success comes from detaching from their “Jurassic” world by
18 creating and acting within one’s own world with one’s own thoughts, beliefs and rules of
19 engagement. (Actually, the age of dinosaurs is the Mesozoic Era.)

20
21 There are other tyrannosaurs whose realities may oppress with sadness by drawing a person
22 into their vortex of sorrow and unhappiness. Like an undertow from waves breaking on the
23 shore, their reality of oppressive thoughts and beliefs can suck a person down to their demise.
24 Or, there are those tyrannosaurs who are “impossible people in positions of power” (Castaneda,
25 1984) who make a person rage with anger and violence. All of these “tyrant lizards” provide
26 an opportunity to practice detachment.

27
28 The concept of detachment means to detach from the realities of *their* world and to create the
29 realities of *one’s own* world. Detachment demands that a person finds, create, and focus on

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1 their thoughts, beliefs, and attitudes that empower their freedoms, understandings, and values
2 of their own new world reality they wish to inhabit.

4 **Evolving Out of the Age of the Tyrannosaurs**

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

10
11 When the neurology changes that supported the age of the tyrannosaurus cease to exist, all
12 their truths about "what is real" and "that is the way it is" cease to exist. The reality of
13 yesterday is no longer real today. Through effort, understanding, and use of an evolved
14 biological emotional system these old "truths" of what is "real" and the "way it is" that
15 demanded a specific behavior of survival in a "Jurassic" existence, no longer exists. This is
16 detachment.

17 Thus, once detached, the necessity of "their" survival behavior also ceases to exist. Welcome
18 to the new era of the "mammalian brain" where might is for righteousness. The greater
19 capacity of the mammalian brain supports a more complex and sophisticated neurology. This
20 evolved mammalian neurology supports a more complex thought, understanding, and behavior
21 which are guided by an evolved biological emotional system.

23 **Get Off the Ride, The Show is Over**

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

Dear Student: *For Entertainment Purposes Only*

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

5
 6 **The Tyrannosaurs Rex**

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

13
 14 Be wary of those who proclaim others as the reason for your hardship. Be wary of those who
 15 proclaim that something outside of your control is the reason for your adversity. Be wary of
 16 those who have a magic pill to relieve your sorrow or pain. Be wary of the tyrannosaurs rex
 17 who proclaims themselves as one who will make the world right for you. The only person who
 18 can alleviate your hardship, your adversity, your sorrow, who can make the world right for
 19 you, is you. And it is not that you are making the world right but creating a new time/space to
 20 occupy while leaving the old world behind.

21
 22 **A Student's "I" Team of Superheroes: Mind, Body, Emotions, and Consciousness**

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

Dear Student: *For Entertainment Purposes Only*

1 Today's humanity is the product of millions of years of successful evolution. Billions upon
2 billions of beings have succumbed to a stronger foe, leaving only the strongest. Yet now
3 standing on that mountain top, will they falter? Humanity's heritage is one of strength,
4 power, stamina, reflex, cunning, and wisdom. This is their nature. The professional, the
5 victorious, the successful, the prosperous have all tapped into this reservoir. How about the
6 multitude? Is education providing the knowledge, skills and abilities to unleash a person's
7 ***evolutionary-self*** that holds their strength, power and success?
8

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

10 For anyone to succeed in this life they must develop their own superpowers. They must
11 become their own Superhero. They must take charge of their own education because,
12 unfortunately, their formal education, as yet, does not provide the tools and training they need.
13

14 I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
15 *Consciousness* in order to give everyone the theory and understanding necessary to take charge
16 of their own lives and to comprehend and use their own abilities to empower themselves. The
17 most important reading to understand is Section is 8.2: "Cognitive-Emotional Rehabilitation
18 and Strengthening Exercises (Your Superhero Toolkit)." Here is a list of exercises or areas
19 that a person as an individual can exploit and empower themselves to success.
20

21 Some people are born into a world that inherently teaches these skills and abilities.
22 Unfortunately, their "social capital" seems to leave little understanding and compassion for
23 those born without those same privileges and understandings. This letter has been a letter of
24 encouragement for each student to start taking responsibility for their own education. As an
25 adult each person will become responsible for their own conditions even if they don't have the
26 cognitive-emotional training to be responsible. A person is just a leaf blown helter-skelter by
27 the winds of events if they are not aware of their evolved emotional guidance. Everyone does
28 their best with what they have. If society demands more of their citizens, society must then
29 empower their citizens with the tools to do and be more.

Dear Student: *For Entertainment Purposes Only*

1

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

8

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

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

19

20 Sincerely,

21

22 Andrew Jackson

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

24 <https://symbioticpsychology.com/>

25

26

27 Reference:

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



Dear Student: *For Entertainment Purposes Only*

- 1 Encyclopedia Britannica. *Cognition: Thought Process*. Retrieved from
- 2 <https://www.britannica.com/topic/cognition-thought-process>
- 3 Hicks, J & Hicks, E (2006). *The Law of Attraction*. Carlsbad, CA: Hay House, Inc.

1

2 Subject: *Unleash Your Evolutionary-Self of Strength, Power, Cunning, and 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 billions of
8 beings have succumbed to a stronger foe, leaving only the strongest. You now stand at the
9 top of that mountain. Your heritage is one of strength, power, stamina, reflex, cunning, and
10 wisdom. You have all that within you. The professional, the victorious, the successful, the
11 prosperous have all tapped into this reservoir. How about you? Do you want to know how
12 to unleash your *evolutionary-self* that holds your strength, your power and your success?

13

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

18

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

25

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

27 The mind, body, emotions, and consciousness have evolved together to work together as a
28 team. This is each athlete’s “I” Team. An athlete is physically strong, but are they “I”
29 Team strong? Is their mind, body, emotions, and consciousness working together

1 in harmony? Are they honoring the millions of years of evolution that make up their
2 heritage?

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

8

9 An athlete's emotions have an evolved relationship with their mind and body such that when
10 they think they are strong and their body actually is strong, their emotions feel good.

11 Different emotions are perceiving different bio-chemical conditions of the body such that as
12 an athlete continues to feel good, their body's biology will be good. (Reference Section 2:
13 "Emotions as an Evolved Biological System of the Symbiotic Psychology book.)

14

15 An athlete's emotions are indicators of their health and well-being. Emotions are telling
16 them that the harmony of their body's biology is becoming strong or weak. Negative feeling
17 emotions are the body's way of saying "you are creating conditions within your body that
18 will cause, if it hasn't already, weakness, lethargy, clumsiness, ineptness and sickness."

19 Positive feeling emotions are the body's way of saying "you are creating healthy, strong and
20 vigorous conditions in your body."

21

22 By entertaining negative emotional thoughts, an athlete is weakening their body's biology.

23 By entertaining positive emotional thoughts, an athlete is strengthening their body's biology.

24 This correlation between mind, body, and emotions is such that must exist for homo-sapiens
25 to have survived their evolutionary challenges. (Reference Section 2: "Emotions as a
26 Biological System") For your body's health, what feels good is good and what feels bad is
27 bad.

28

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

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

8
9 **Don’t Confuse Physical Pain with Emotional Pain.**

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

15
16 It is far better to be emotionally aware and to consciously take steps to maintain an emotional
17 sense of well-being. One may just have an “emotional bruise” that will heal easily. But just
18 as physical trauma is serious business, emotional trauma from life’s journey – and especially
19 the emotional trauma from brutal injuries and accidents during practice or competition –
20 must be understood and be carefully nurtured. Emotional trauma from sport injuries can
21 easily affect an athlete’s performance long after their physical recovery. Ref: Section 3.0:
22 “Depression: Mental Illness of Mental Injury” and Section 7.2: “Trauma and Addiction
23 Corrupting the Cognitive-Emotional Relationship” of the *Symbiotic Psychology Book*.

24
25 Negative feeling emotions are an athlete’s body’s signal that “you are screwing up.” Mind
26 and body are getting out of sync. Biochemically and/or physiologically, something is going
27 out of harmony. Maybe an athlete’s coordination will be off which affects their timing and
28 therefore their muscles won’t be doing exactly what they thought they would/should.

1 The ways and means of evolution tend to eliminate those who don't respond to their
2 emotional systems. In sports, those who don't attend to their emotional signals may be left
3 with their shot, their kick, their swing, their vault, their "whatever" looking like a rookie.
4 The "air ball" in basketball is a great example. So is a missed field goal in football, a missed
5 goal in soccer and a bad putt in golf.

6
7 *What you saw was mis-perceived.*

8 *Therefore, your aim was mis-conceived.*

9 *Your muscles were deceived,*

10 *because your emotions were not believed.*

11
12 With the presents of emotional pain or emotional trauma, an athlete is more likely to get
13 injured. Something – whether it's their muscles, nerves, the senses like perceptual
14 awareness, or "whatever" – something is not working in harmony. The "I" Team is in
15 trouble. When an athlete is in competition and pushing themselves to their limit....when they
16 are putting tremendous load and pressures and heavy demands on their body....when they
17 need all of their parts working together in harmony....what are ANY unresolved negative
18 emotions going to do to upset one's performance? How bad are these unresolved negative
19 emotions going to affect an athlete's power, strength, cunning or awareness?

20
21 Emotions mean something. Negative emotions mean, "Something is *NOT* working together!
22 Something is *NOT* in harmony as it was before! Something – we don't know what – is going
23 to give!" **BLAM! POW! SNAP!** And they are out for the season. Their emotions were
24 telling them something wasn't quite right. Will you listen to your "emotional speak" now?

25
26 *Make right your emotional might;*

27 *without that light there ain't no sight.*

28 *Tonight... fight smoke tonight*

29 *OR Tonight.... Be Smoke tonight!*

1 **A Prevent Strategy Is a Losing Strategy**

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

6 When focusing upon what they don't want – when negative emotions are present – an athlete
7 is weakening the synergistic harmony between mind, body, emotions, and consciousness. To
8 maintain synergy, a person must focus on what they want.

9

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

11 What is your “prevent offense/defense” in your sport where you are weakening your physical
12 and mental abilities and laying the foundation for defeat? What emotional shadow do you
13 leave lurking around because “it's not a big deal?” It is a big deal. What shadow are you not
14 paying attention to? What lingering thought are you ignoring that eventually may lead to
15 your downfall?

16

- 17 • Maybe your downfall will come from nagging thoughts of an old injury.
- 18 • Maybe competition brings forth garbage and conflicts and instead of being fun and
19 exciting, competition is misery and pain.
- 20 • Maybe a recent argument with a girlfriend or a divorce will trip you up.
- 21 • Maybe you and your fans are still celebrating beating the undefeated, number one
22 team in the nation in the semi-finals while your next opponent – in the finals – is busy
23 preparing to beat you.
- 24 • Maybe your first game of the season is with a “cupcake” and while you are just
25 “going through the motions” of practice, your “cupcake” is tapping into their power,

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

1 strength, cunning, and success of their evolutionary-selves by working hard and by
2 putting all their focus and energy into beating you!

3
4 What unresolved shadow is waiting to take you off your game? What shadow is lingering in
5 the dark? Resolve those hidden shadows by using them. See these issues as the charcoal that
6 brings forth diamonds. They tell a person what they don't want. Now each athlete must do
7 the work to find and then focus on what they do want and make diamonds. (Check out
8 another type of strengthening exercises in Section 8.2 of the Symbiotic Psychology book.)

9
10 When a person is succeeding, they will feel the positive feeling emotions that strengthens the
11 synergistic harmony between – and within – mind, body, emotions, and consciousness. But
12 it takes the heat of a great battle to really get the thrill and excitement of that good feeling
13 energy flowing through your veins and into your desire for a victory.

14
15 **Becoming a Master: Understanding Yourself as an Opponent**

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

21
22 Each and every time you succeed in using an emotionally negative feeling thought to find
23 and to move into an emotionally positive feeling thought, is a very important victory.

24 Celebrate every emotional transformation. Transforming negative emotions into positive
25 emotions is your most important victory.

26
27 Now is the time to include emotional awareness and emotional transformation training with
28 your physical and mental training. Here, winning means you are finding your heritage, your
29 evolutionary-self of strength, power, stamina, reflex, cunning, wisdom and the success that

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

1 comes with pivoting off of negative feeling emotional awareness and onto positive feeling
2 emotional awareness.

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

6
7 This is your evolutionary heritage. This is your evolutionary-self. This is your “I” Team.
8 This is you.

9
10 Good Luck,

11
12 Andrew Jackson

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

14 <https://symbioticpsychology.com/>



15
16
17 Postscript:

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

1 Subject: **Justice Founded Upon Falsehood Is Itself False and Unjust**

2 Date: rev2019-08-04a

3
4 Dear Friend,

5
6 Justice within our courts is founded upon a false psychology of emotions. Punishment
7 guidelines are erroneous because current comprehension of punishment is based upon an
8 erroneous understanding of emotions within human psychology. Also, the statistics of
9 recidivism that exist only exist because of this ill-founded knowledge of human behavior.

10 Punitive requirements cannot be based upon these statistics because punishment and recidivism
11 based upon a different psychology – one that accurately portrays human biology – will create
12 different statistics. Current statistics now based within a mistaken psychology cannot reflect
13 behavior grounded within another, more accurate psychology.

14
15 Current justice, punishment, and recidivism are based on a psychology of behavior where
16 emotions drive biological change and subsequent behavior. This is a false premise. Emotions
17 perceive biological changes/states precipitated by cognitive activities. Behavior doesn't follow
18 emotions, instead, behavior follows cognition. The power of a consciousness lies within its
19 choice of cognitive activities – thoughts, imaginations, observations, and rationale. True
20 justice empowers consciousness to wisely choose its cognitive activities – from which outward
21 acts of behavior germinate and sprout.

22
23 A justice of punishment for a crime is inhumane because of a lack of intention to change a
24 person's cognitive behavior. Or is that not the goal of justice? Should justice be defined as
25 punishment with an intent to inflict pain, suffering, or hardship upon an individual? Or,
26 should justice be defined as an intent to empower cognitive behavior for the health and well-
27 being of the individual and society? Should our criminal justice system be an extension of "an
28 eye for an eye" or is justice served by entrusting individuals with the training, skills, and
29 understandings to make better choices for themselves and others throughout their life.

Dear Friend: *Justice Founded Upon Falsehood Is Itself False and Unjust*

1

2 Current human behavior modification is based within an erroneous psychology of emotions.
3 Also, punishment as “justice” for a crime denies the science of neuroplasticity. Neuroplasticity
4 is a concept where the brain rewires itself. This rewiring results in new interpretations of old
5 awareness. Thus, a reality that once manifested criminal behavior no longer exists. What is
6 justice if conditions that once encouraged criminal behavior can no longer exist? What is
7 justice when circumstances that led to criminal behavior can no longer exist?

8

9 Within the text, *Symbiotic Psychology: The Synergy Between Mind, body, Emotions, and*
10 *Consciousness*, you will find the necessary tools to forge a new identity and to recreate a new
11 life. You can right society’s erroneous behavior for yourself and others who have befallen your
12 fate if you listen carefully to the words within the following pages:

13

- 14 1. Letters: Letters: Dear Prisoner (of War)
- 15 2. Section: 1.3: “The Five Postulates of Symbiotic Psychology”
- 16 3. Section 7.4: “Criminal Justice Reform”
- 17 4. Section 8.0: “Cognitive Emotional Therapy”
- 18 5. Appendix (B): Criminal Law and Justice Lagging Psychological Advancements

19

20 Your scalpel to dissect and to lay aside the flaws within contemporary “justice” lies within the
21 scientific concept of neuroplasticity. Neuroplasticity is a scientifically proven concept – that
22 can be taken to court – which outlines how the brain can rewire itself and form new realities.
23 That is, what was real yesterday, may not remain real tomorrow. A person has the physical
24 attribute to change and to be different than the person which committed a crime.

25 Our criminal “justice” system not only does not recognize this possibility but creates
26 conditions to inhibit and retard any possibility of individual neuroplastic transformation. Can
27 that not be defined as “cruel and unusual punishment” from which the Constitution protects us
28 all from?

Dear Friend: *Justice Founded Upon Falsehood Is Itself False and Unjust*

1

2 *A law based upon illusionary science is delusionary and denies a person's Constitutional*
3 *protection to be free from cruel and unusual punishment.*

4

5 In order to use the concept of neuroplasticity to repeal inhumane “justice”, the illusionary
6 beliefs of emotions driving behavior must be dispelled. Emotions are an evolved sensory
7 system designed to be used by consciousness to guide internal cognitive behavior and external
8 physical action. This new paradigm – where emotions are an evolved biological sensory
9 system that perceives biological changes precipitated by cognitive activities- is developed in
10 Part 1: “The Theory of Symbiotic Psychology” of the text *Symbiotic Psychology: The Synergy*
11 *Between Mind, body, Emotions, and Consciousness.*

12

13 I am thankful that your hardships have forged an intentional life towards yours and society's
14 health and well-being. Criminal justice should reinforce the conditions that reinforce this
15 outcome. A criminal justice based upon punishment and hardship is unjust. Someday, maybe
16 the society and the courts will understand this.

17 This letter is to help you on your journey. I can only provide a vague outline of your path to
18 justice. It is up to you to embody the ideals necessary for change and for you to gather the
19 resources you need, and if you so wish, to bring your appeal to trail.

20

21 I am available to help where I can. A complete text for anyone to download and use can be
22 found at: <https://emotional-evolution.com/> or <https://symbioticpsychology.com/>.

23

24 Sincerely,

25

26 Andrew Jackson

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

28 <https://symbioticpsychology.com/>



1

2 Subject: *Escape from Alcatraz*

3 (rev2018-04-13a)

4

5 Dear Prisoner (of War),

6

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

14

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

21

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

Dear Prisoner (of War): Escape from Alcatraz

1 planet because we all are children of God with the rights of life, liberty and the pursuit of
2 happiness.

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

10

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

21

22 This is guerrilla warfare.... you are on your own. There is no society to save you, no
23 superhero to break down your prison walls and stamp out your oppressors. You must be
24 your own superhero. You must stop accepting the validity of 'their' justice and 'their'
25 definition of who and what you are. You must be the creator of greater justice and no
26 longer be a victim of unlucky circumstances. Become the creator you were born to be.
27 Create your life of liberty and pursue, not your anger, not your jealousy, not your envy,

Dear Prisoner (of War): Escape from Alcatraz

1 but pursue your happiness and joy. Joy is your true inheritance that exists for you. But
2 you must believe in it and claim it as yours.

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

14

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

20

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

Dear Prisoner (of War): Escape from Alcatraz

1 the water, watching football and having barbecue cookouts with my friends. I changed
2 my life and if you listen closely, you will walk out of that cell and find your own good
3 times with friends and family.... I will share with you a plan, a path on how you can
4 escape from the worst of prisons, even those worse than the infamous Alcatraz...those
5 within your mind.

6

7 Sincerely and with love and respect,

8

9 Andrew Jackson

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

11 <https://symbioticpsychology.com/>



Part 2:
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Emotions-as-Effect Theory

Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are the perception, by consciousness, of a biochemical physiology within the body and the brain precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions and feelings are perceptions of an internal state of biology precipitated by cognition, emotions and feelings are a reflection of, and give insights into, the nature of this cognitive behavior.

Also, because emotions and feelings are not causal, emotions and feelings are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive – and causal – cognitive behaviors. Correlations between cognition, healthy biochemical physiology, and good feeling emotions and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions and feelings and an unhealthy biology. Now the question is, how are these correlations between cognition, biology, emotions and feelings, and consciousness understood, nurtured, and developed within a society for an individual's health, wealth, and general well-being through their own successful decision-making and creativity?

Andrew Jackson

2018-03-23

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1.0 Symbiotic Psychology

1
2
3 *The physical pain of a hand on a hot stove brings about a very natural reflexive response: the*
4 *pain is a signal to get the hand off the stove. The feeling of pain is significant to the health and*
5 *survival of the body. A person cannot perceive the pain of putting their hand on a hot stove*
6 *without first putting their hand on the hot stove. It is the hot stove that is altering the*
7 *biochemical physiology of the hand, which consciousness perceives as pain. he*

8
9 Likewise, a person cannot have an emotional response to an accident of a person injuring
10 themselves in a table saw without first having an accident to be perceived. The accident must
11 occur first, which is then perceived and cognitively digested by the brain/mind, which in turn
12 activates biochemical/physiological changes within the body. It is these changes in biology,
13 which consciousness then perceives as emotions.

14
15 How is an emotionally out of control person *emotionally* out of control? If a person is having a
16 fit of rage, or acting out in anger or commits a crime of passion, are they being *emotionally* out
17 of control because their emotions are controlling cognition and biochemical/physiological
18 behavior or is are they being *cognitively* out of control because cognitive activities are creating
19 biochemical/physiological changes, which consciousness then perceives and calls emotions?

20
21 Emotional events do not occur without any biochemical/physiological changes. To have an
22 emotional event, there must first exist correlative biochemical/physiological change events
23 within the body and these biochemical/physiological events in the body are initiated by
24 activities within the cognitive neural networks. Since emotions are the perception of
25 biochemical/physiological changes triggered by cognitive events, being emotionally out of
26 control is a false construct of the mind. It is not possible that an emotional event can precede
27 its correlative cognitive event. Therefore, a person who is said to be *emotionally* out of control
28 is in fact *cognitively* out of control and any emotional disorders must first be understood as
29 cognitive disorders.

1 Emotions are the perception, by consciousness, of a biochemical physiology precipitated by
2 cognitive activities of our evolved and nurtured neural circuitry. Because emotions are
3 perceptions of a state of biology being precipitated by cognition, emotions reflect and give
4 insights into the nature of cognitive behavior. Emotions are neither destructive nor
5 constructive but rather they are signals of the presence of very real destructive and constructive
6 cognitive behaviors.

7
8 Correlations between cognition, biochemical physiology, and good and bad feeling emotions
9 are a result of millions of years of evolutionary survival for the health and well-being of the
10 individual. Now the question is, how are these correlations between cognition, biology,
11 emotions, and consciousness understood, nurtured, and developed within our society for
12 individual health, wealth, and general well-being through their own successful decision-
13 making and creativity?

14
15 Symbiotic Psychology uses the theory of evolution to develop an argument that there are
16 fundamental and necessary correlations between (1) the mental activities of cognition, (2) the
17 body's physiology and biochemistry, (3) the emotional perceptions of feeling good and feeling
18 bad, and (4) consciousness. An understanding of these correlations reveals an emotional neural
19 circuitry designed to perceive **all cognitive activity** in terms of a healthy/unhealthy
20 biochemical physiology. Because an emotional event follows its correlative
21 biochemical/neurological event, consciousness cannot regulate or manage emotions directly.
22 *Consciousness can regulate and manage cognitive activities which consequently initiate*
23 *biochemical/physiological changes that are then perceived as emotions.*

24
25 **Section 1** of this book addresses the power and extreme usefulness of understanding how
26 emotions are a perception of biochemical/neurological physiology and an evolved emotional
27 guidance system for consciousness to evaluate and modify cognitive activities. It is this
28 understanding that is so important for the mental health community. This aspect of an evolved

1.0 Symbiotic Psychology

1 emotional guidance system must be incorporated into psychological and pharmaceutical
2 therapy as well as into every day personal usage for the health and well-being of an individual.

3
4 However, awareness of emotional conditions is another awareness of cognition.... which can
5 form a circular feedback loop. This feedback, if left unabated, can continuously repeat upon
6 itself with the outcome that the feedback is more dominant than the original awareness. This is
7 similar to the distortion that can occur in a repetitive feedback loop between a microphone and
8 a speaker. Here cognition is a response to emotion, that is, emotions are generating a feedback
9 loop in which cognition is incorporating into its original cognitive activities giving the illusion
10 that emotions, rather than cognition, are constructive/destructive.

11
12 **Section 2** reasons that emotions are an evolved biological system designed to give feedback on
13 cognitive activities through the perception of biochemical/physiological behavior. **Sections 3,**
14 **4, 5 and 6** integrate this cognitive/emotional feedback circuit into proposed psychological and
15 pharmaceutical therapies. **Section 7** presents a method to progress towards emotional wisdom,
16 which can guide cognitive activities towards healthy, successful, and environmentally adaptive
17 deductions, conclusions and decisions. Examples of therapeutic exercises to develop healthy
18 cognitive-emotional behaviors are outlined in **Section 8.** **Section 9, Emotional Guidance –**
19 **The Dark Side,** is a discussion of how nature’s wonderful mind, body, emotions and
20 consciousness correlative relationships can go astray. **Section 10** summarizes how the human
21 spirit is intertwined within a massive collection of neural networks and circuits. At the end is a
22 collection of **Appendices: Essays on Emotional Wisdom** reflecting the impact of *Symbiotic*
23 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness* upon the human
24 landscape.

26 **1.1 Introduction to Symbiotic Psychology**

27 *The physical pain of a hand on a hot stove brings about a very natural reflexive response. Such*
28 *pain is a signal to get the hand off the stove. If the pain is ignored and the hand remains on the*
29 *hot stove, the biochemical/physiological signature of the hand changes to the degree that the*

1.0 Symbiotic Psychology

1 *hand burns. If the hand is quickly taken off, maybe no medical attention is needed. If the*
2 *natural response of the body is usurped in some fashion and the hand burns a little, maybe a*
3 *little salve would allow the healing. But the longer the natural signals are covered up or*
4 *ignored, the worse the damage and the more extensive the healing process, including skin*
5 *grafts or worse. The crux of the problem is disregard for the body's signal to take the hand off*
6 *the stove.*

7

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

16

17 1.2 Cognition, Emotions, Physiology and Neurology

18 There is a vast array of interconnecting neural networks which allow communication between
19 the different functional areas of the brain. These evolved neural circuits support liaisons
20 between cognitive neural networks, the body's biochemical physiology, emotional neural
21 networks, and consciousness (Dubuc, *The Brain*). Whereas the five sensory neural networks
22 provide information about the external environment, the emotional neural networks provide
23 information about the state of the body's environment itself.

24 There is an array of neural networks associated with positive emotions, a second associated
25 with negative emotions and a third that inhibits or stops and freezes action (Dubuc, *The Brain*),
26 (Goleman, Davidson 2017). Because different combinations of arrays are activated under
27 different circumstances and nuances, there exist a great variety of correlative possibilities

1.0 Symbiotic Psychology

1 between cognition, the brain/body biochemistry and physiology, the emotional perception of
2 feeling good and feeling bad, and the associated activities within each function.

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

8 Cognition deals with the processes of knowing and awareness, namely, perception, recognition,
9 conceiving (which includes imagination and inspiration) and reasoning (Encyclopedia
10 Britannica, Cognition: thought process) where understanding and comprehension can project
11 future consequences and events. The focus of this book however, is how emotions have
12 evolved their own purpose and how knowledge of that purpose should be processed for the
13 health and well-being of the individual. Emotional neural circuits provide feedback about how
14 cognitive processes need to be further utilized before any internal mental deliberations can be
15 properly concluded and any decisions made. The significance of negative emotions means the
16 presence of a biochemical physiology that is unhealthy for the individual and the need for more
17 cognitive deliberation. This internal work isn't finished until positive emotions come to
18 dominate and signify and reflect that a healthy biochemical physiology has been achieved.

19

20 **1.3 The Five Postulates of Symbiotic Psychology**

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

23

24 **1. Emotions are the Perception of a Biochemical Physiology:** Cognitive neural circuitry
25 activities (a) stimulates an “emotional” neurology (b) which precipitates neurological
26 and biochemical/physiological activity within the brain and body (c) that we perceive
27 as good and bad feeling emotions (d). The emotions that we feel (d) are the result of

1 biochemical/physiological activities (c), not their cause. The illusion of emotions is
2 that emotions drive the mind and its biochemistry. Rather, cognition precipitates
3 changes in the body's biochemical physiology which consciousness then perceives as
4 emotions. Therefore, since biochemical physiology is a consequence of cognitive
5 behavior, emotions are not constructive or destructive in themselves because they only
6 exist as a reflection of very real constructive or destructive cognitive behaviors.
7

8 **2. Good and Bad Feeling Emotions Have an Evolved Correlations with Cognition:**

9 The cognitive construct of emotions evolved out of the necessary correlative
10 relationships between cognition, biochemical physiology, emotions and consciousness
11 that promoted life throughout the ages. Therefore, emotionally feeling good must
12 correlate with (a) the body's biochemical physiology of health and well-being, (b) the
13 mind's knowing of health and well-being, and (c) an actuality of physical health and
14 well-being. Cognitive activities should not dwell within emotionally negative events
15 but, rather, should continue an iteration of various cognitive activities until emotionally
16 good feelings reflect physical health and well-being and a focus upon that which is
17 wanted and desired.
18

19 **3. Biologically, "What Feels Good is Good":** Whether one is perceiving emotions,
20 feelings, or affect, it will boil down to some aspect of feeling good or feeling bad. And,
21 within the consequences of evolution, feeling good is healthy and right, and, feeling
22 bad is not. Because this basic emotional system of feels good is good evolved out of
23 the reptilian brain of might *is* right, parenting and community education and training
24 must strive to push moral and ethical debate up into our mammalian brain where a more
25 complex cognitive and emotional awareness of might *for* right, feels good is good,
26 ethics can be sustained.
27

28 **4. Individuals Have an Amazing Capacity to Change and Adapt:** As a result of
29 neuroplasticity, every person has the neurological capacity to change and develop new

1.0 Symbiotic Psychology

1 interpretations of and responses to his or her environmental stimuli. Neural networks
 2 develop, grow, and even reorganize throughout life. New relationships among these
 3 networks develop as new lessons in life are experienced and learned. Reality changes
 4 as new neural cognitive networks form. That which is understood and known to be real
 5 today may not exist tomorrow.

6
 7 **5. Intention Gives Definition to Emotional Guidance:** Emotions without a defining
 8 intention is akin to sailing the open seas without a guiding star. With a destination, a
 9 vessel can be aptly guided through the waves and the sails can be properly trimmed to
 10 shape the wind. Whether a person intends a walk around the block after work or intends
 11 to summit Mount Everest in five years, intent sets into motion a series of harmonizing
 12 events. Emotions are calibrated and aligned to those intentions and are now able to
 13 guides cognitive and behavior activities towards fulfillment of these intentions.
 14 Cognitive and behavior activities that feel good or bad are emotional indications to
 15 consciousness of moving towards or away from one's intentions.

16
 17 Mental health and well-being of a society is determined by the mental health and well-being of
 18 its individual inhabitants. A culture that is ignorant of emotions' role in guiding cognitive and
 19 physical behavior is subject to all kinds of forces that can mis-direct cognitive activities
 20 towards nefarious ends. Continual distortions of emotions' evolved nature by current
 21 psychological, psychiatric, and pharmaceutical institutions only further sabotage emotions'
 22 guiding influence towards mental health and well-being of a society and its inhabitants.

23
 24 Until emotions' true nature is understood, individual emotional behavior will be continually
 25 preyed upon by people who wish to control and subjugate individuals towards their own
 26 intentions, good or bad. Until emotions' true nature is understood, life's hardships can easily
 27 be assimilated into a tragedy of ill begotten intent to control and dominate others to conform to
 28 one's own ignorant selfish needs, desires, and behaviors. Unless emotions' true nature is

1.0 Symbiotic Psychology

1 understood, those who do not conform to one’s own ignorance may be deemed of a lesser God
2 and subject to destruction.

3
4 The pain and hardships of life events plant seeds of intent. Whether these seeds nurture or
5 destroy can be influenced by a formal education of emotions’ evolved role within human
6 behavior. Society’s institutions – be they parenting, education, religious, political, or some
7 other organization – all have a responsibility to empower individual intent for the health and
8 well-being of the individual as a member of a culture and society among many on this planet
9 Earth where humans are but one species of many. Humanity’s future resides within the
10 empowerment and understanding of individual intent and its relationship to emotional
11 guidance.

12
13 **1.4 Author’s Note:**

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

24
25 Somewhere, sometime, somehow, academia must find some common ground. Since I began
26 voicing my concerns over psychological and pharmaceutical therapeutic methodologies
27 erroneously based within causal aberrant and destructive emotions, over a million (*MILLION*)
28 Americans have committed suicide, millions of other people have been put in incarcerating
29 conditions that only amplify their psychological injuries, and mass shootings continue with no

1.0 Symbiotic Psychology

1 review of the psychological environments that are oblivious to emotions' evolutionary design
 2 and that are fostering all of these atrocities. Lack of true academic questioning and review of
 3 psychological and pharmaceutical emotional theory is a true crime against humanity.

4
 5 The thesis of this book is that emotions are perceptions of biochemical/physiological states and
 6 that these biochemical/physiological states of the body are a product of cognitive neural
 7 networks stimulating areas of the brain that in turn produce the changes in biochemistry. Since
 8 emotions are a perception of a state of physical being precipitated by cognition, so-called
 9 aberrant and destructive emotions are but a reflection of the true prime mover, cognition; and
 10 cognitive activities can be extremely aberrant and destructive. It is cognition that must be
 11 managed by understanding the significance and meanings of emotional perceptions.

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

18
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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?

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

2.0 Emotions as an Evolved Biological System

1 actions would tend to be deadly. Such a false/positive correlation between emotions
2 and a vital biochemical physiology would be disadvantageous to survival.

3
4 (2) How would a genetic line survive if feeling good correlated with (1) a cognitive
5 knowing of strength, vigor, and adeptness with (2) an actuality of weakness and
6 ineptitude? Such a correlation has a limited survivability when climbing trees or
7 foraging across the savannahs in search for food or, in a modern example, when in an
8 inebriated state, a person confidently gets behind the wheel of a car to navigate
9 through rush hour traffic. And where is the motivation to act when there is an
10 actuality of vitality, vigor and strength but emotionally there is a feeling of illness,
11 lethargy and weakness? It is logical to conclude that, evolutionarily speaking, feeling
12 good correlates with vitality, vigor, and strength and feeling bad correlates with
13 illness, lethargy, and weakness.

14
15 (3) Imagine that such basic life behaviors as breathing or eating were so emotionally
16 painful – or the lack thereof were so pleasurable – as to bring about suffocation,
17 starvation and death. Such an emotional/ physiological correlation would lead to the
18 demise of an individual and his or her genetic line. Whether this were a genetically
19 predisposed or an inherited condition, or whether there even existed a genetically
20 developed predisposition to learn such a behavior, such a false/positive correlation
21 between emotions and physiology would hinder personal and genetic survival.
22 Therefore, there is a natural correlation between feeling good with healthy
23 physiological behavior and the way the body functions.

24
25 From an evolutionary perspective, feeling good means there is a positive correlation between
26 the neural networks that activate (1) a cognitive awareness of strength, vigor, and well-being,
27 (2) an actualization of a physiology of strength, vigor and well-being, and (3) the neural

2.0 Emotions as an Evolved Biological System

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

5
 6 **2.2 Cognitive Imagination and Evolution**

7 How would a genetic line survive (1) if the body's need for water did not stimulate the
 8 mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated with
 9 negative emotions? If the body needs water, this need must correlate with the mental act of
 10 imagining water and correlate with positive emotions associated with finding and drinking
 11 water. That is, there is a correlation between imagining the necessities of life and positive
 12 emotions. If, instead, there was a correlation such that the imagery of food, water, and
 13 shelter brought about negative emotions, then these basics of life would be avoided, leading
 14 to an evolutionary dead end. So, for the survival of the species, there must be an evolved
 15 correlation between (a) the evolved neural networks of the cognitive brain of imagination
 16 and (b) the neural networks of the emotional system such that it (c) feels good when (d) the
 17 individual's imagination dwells upon the presence of the food, water, and shelter, which (e)
 18 is wanted and desired by the body in order to survive.

19
 20 A person dwelling upon the presence of that which is wanted triggers a healthy
 21 biochemical/physiological condition within the body which activates an emotionally positive
 22 neural network. A person dwelling upon the lack of that which is wanted triggers an
 23 unhealthy biochemical/physiological condition within the body which activates an
 24 emotionally negative neural network.

25
 26 How would a genetic line survive if the idea of *not* obtaining food, water, and shelter
 27 correlated with feeling good? Or, how would a person (and his or her genetic lineage)
 28 survive if cognitive imagery dwelt upon that which is not wanted, and this mental activity did

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

6

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

20

21 **2.3 Conclusion**

22 When factoring in evolution, the emotional perception of biochemical/physiological states of
23 the body become an integral part of the brain's neural network for maintaining the body's
24 health, strength and vigor. Emotions bring another attribute of awareness to a person's
25 consciousness as to the nature of his or her cognitive and physical activities. For simplicity,
26 emotions can be divided into two areas of awareness: those emotions that feel good and those
27 emotions that feel bad. Because of these evolved mind/body/emotion/consciousness
28 correlations, feeling good or feeling bad has a significant meaning as to the biological health

2.0 Emotions as an Evolved Biological System

1 of an individual. Cognitively activating the physiological neural networks pertaining to
2 strength, vigor, adeptness, and well-being activates an emotional positive neural network.
3 The perception of negative emotions is a warning signal that the continuation of such
4 cognitive and physical activities is having a negative impact on the physical health and
5 genetic survival of the individual.

6

7 The simple arguments above are constructed to illustrate how evolution brings about specific
8 relationships between the mind, body, and emotions and consciousness. Many more
9 complex scenarios can be developed for the variety of relationships people have with their
10 physical and social environment. Also, the element of time and the relativity of strength and
11 vigor are not discussed but easily can be factored in for added layers of complexity. The
12 moral and ethical debate of a ‘feels good is good’ behavior guide has been going on for
13 thousands of years and will continue for thousands more, but ultimately it is an individual’s
14 debate that continues throughout a person’s lifetime of experiences and, hopefully, a lifetime
15 of continual growth and greater understanding.

3.0 Depression: Mental Illness or Mental Injury

3.0 Depression: Mental Illness or Mental Injury

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

2
3 *The pain is a signal to get the hand off the stove. If the pain is ignored and the hand remains*
4 *on the hot stove, the biochemical/physiological signature of the hand changes to the degree*
5 *that the hand burns. The feeling of pain is significant to the health and survival of the body.*

6 *The issue is the lack of responsiveness to the pain. But is the condition of the hand an illness*
7 *or an injury?*

8
9
10 From the perspective of an emotional guidance system, the biology of a
11 biochemical/physiological “abnormality” associated with emotional pain (such as
12 depression) is analogous to the biochemical/physiological “abnormality” associated with the
13 hand’s physical pain on a hot stove. The more the emotional pain is (1) ignored, (2)
14 suppressed or usurped, (3) biochemically blocked or sedated, (4) blocked by neurological
15 damage, or (5) unacknowledged for any other reason such that the individual’s thoughts and
16 the activities of his or her mind remain on the ‘hot stove,’ the more the associated
17 biochemical/physiological signature and neurological processes will differ from that of a
18 ‘normal’ healthy person (Raison, Jain, Maletic, 2011). The issue is the lack of
19 responsiveness to the emotional pain, which calls out to get the mind off a potentially
20 damaging mental stream of consciousness. But is this biochemical/physiological
21 abnormality an illness or an injury?

22
23 The *illness* in mental illness arises when healthy responses to the emotional system are
24 absent and the individual does not have the mental/emotional capacity, agility, or wisdom to
25 respond to their emotional guidance in a natural and healthy manner to get their mind off of
26 the hot stove. But is this lack of emotional responsiveness an illness or an injury?

1 3.1 Cure an Illness, Rehabilitate an Injury

2 The observation that people with mental illness have a biochemical/physiological
3 abnormality compared to from the mentally healthy people is well documented (Maletic,
4 Raison 2017). But there is, by evolutionary design, supposed to be a
5 biochemical/physiological anomaly when a person's mental
6 activities are unhealthy, that is, when cognitive activity dwells upon unwanted, emotionally
7 negative aspects of life. When a person's mind remains on the hot stove, they are activating
8 a completely different neurological network. There should be a different
9 biochemical/physiological signature. The fallacy is in the attempt to pharmaceutically
10 normalize a patient's biochemical physiology without also removing that person's mind from
11 the cognitive hot stove and rehabilitating healthy neural network activities between
12 cognition, body, emotions and consciousness.

13

14 Where well-being and a natural emotional responsiveness exist, no medical attention is
15 needed. But if the mind 'burns' a little, maybe some simple medication accompanied by
16 supportive psychotherapy would promote healing and a return to a naturally functioning
17 neural network of the healthy mind, body, and emotion correlative relationships that can be
18 utilized by consciousness.

19

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

3.0 Depression: Mental Illness or Mental Injury

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 and then acted on (Encyclopedia Britannica, *Cognition: Thought process*).

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

The development of the extreme biochemical/physiological signature of mental illness that requires psychiatric drugs is the result of a chasm that developed between the cognitive activities within the brain and the individual's responsiveness to the emotional guidance system. Severe mental injury or illness that may never fully heal may have resulted from neurological damage, disease, drug abuse, prolonged and extensive use of medications, trauma, birth defect, or some other inherited condition. On the other hand, more treatable conditions may have developed through life from a person's inability to process the indoctrinating effects of life's significant characters. Parents, religious figures, teachers, peer groups, or the constant barrage of information in this new age of technical wizardry can lead to a breakdown between cognition and consciousness's responsiveness to its own evolved emotional guidance system. Less dramatically, such a breakdown may be caused by

1 the many interactions life presents while growing up – where others’ emotional guidance
2 systems have usurped, instead of enhanced, a person’s natural emotional responsiveness.

3 **3.3 Conclusion**

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

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1 **4.0 Cognitive-Emotional Rehabilitation**

2
3 There is a need to develop an understanding of emotional guidance and *cognitive* regulation
4 in the discipline of psychological and pharmaceutical therapy. *Emotional* regulation is a
5 misconception and a false construct of actual bio-physiological events. To pharmaceutically
6 regulate emotions is to obscure cognitive behavior from the very consciousness that needs to
7 comprehend its own behavior. Emotions are a perception of biochemical/physiological
8 conditions within the body precipitated by cognitive behavior. It is cognitive behavior that
9 must be accessed by the individual with the help of the emotional system. A psychologist
10 can aide this understanding and can teach the individual how to use emotional guidance to
11 change correlative cognitive activities. Any undesirable cognitive activities can be used as a
12 launching pad to reach for less negative and, eventually, positive and productive cognitive
13 activities that result in a healthy biology and associated positive emotions.

14
15 Cognitive rehabilitation must help individuals to use the neuroplastic capacities of the brain
16 to develop new and emotionally positive cognitive habits of thought, perception, and
17 imagination. Such a discipline would help a person develop internal powers of choice and
18 creativity to move the mind towards activities that result in associated harmonious emotional
19 responses. Besides the cognitive activities of recognition, conception, reason and
20 imagination, there are the perceptual activities of the senses – touching, seeing, hearing,
21 smelling, and tasting – as well as the physical activities a person may engage in. All
22 cognitive activities associated with these activities also give rise to associated emotional
23 responses to be heralded and empowered into well-being through encouragement by the
24 psychologist.

25
26 There is a need for a psychotherapy that fortifies a patient's desire to stay on the road toward
27 a natural state of health and well-being: a discipline where a patient's own emotional
28 guidance system is acknowledged, validated and reinforced. This implies empowering a
29 patient with the ability to reach for and chose cognitive activities that feel better, so they

4.0 Cognitive-Emotional Rehabilitation

1 actually do feel better in the present, rather than reaching for some goal to be realized in the
2 future. These cognitive activities may simply change emotional experiences from painful to
3 less painful, but eventually they will result in a change from feeling good to feeling even
4 better. The successful caregiver will develop a patient's cognitive ability to find cognitive
5 activities that feel better now, in the present, in this therapeutic session. The goal is for a
6 patient to feel even better by becoming mentally and physically well through leading a life
7 responsive to their own emotional guidance system. "Wellness" ultimately means to have a
8 life without therapy and without medications. A person may never reach a state of mental
9 health that is without therapy or medications, but just demonstrating with them that they have
10 the ability and the power to feel better now creates hope. Hope can make all the difference
11 between staying with or leaving a program. It can make the difference between staying with
12 or leaving life itself.

13

14 4.1 Emotional Guidance

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

4.0 Cognitive-Emotional Rehabilitation

1 Maintaining a healthy and joyful lifestyle requires having an ability to move up or down the
 2 spiral staircase with ease and fluidity, just as emotions flow up and down with the changing
 3 consciousness of watching a movie or reading a book. Issues involved within mental illness,
 4 addictions, and violence develop when this more complicated and creative aspect of a
 5 healthy cognition are absent, usurped, driven, or even manipulated out of a person's
 6 repertoire of survival skills. The resulting loss of choice to get on or off the emotional roller
 7 coaster can leave an individual broken and in need of professional help.

9 **4.2 Defining Mental Health and Well-being**

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

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

25
 26 Within the context of emotional guidance, a person is mentally healthy when they can
 27 naturally (i.e., without alcohol, drugs or medications), respond to their own emotional
 28 guidance and move up or down the emotional spiral staircase by choice. A mentally healthy
 29 person has the aptitude, skills and capacity to return to the pleasures and harmonies of life

4.0 Cognitive-Emotional Rehabilitation

1 from event to event throughout life. Having mental and physical health is being capable to
2 do the work that is necessary to move within the emotional spiral staircase: from a
3 mental/physical/emotional negative state into a mental/physical/emotional positive state of
4 existence.

5
6 *Well-being and the success of any professional therapy, mental or physical, is not defined by*
7 *the absence of illness but by the presence of health, vigor, and joy and the necessary cognitive*
8 *skills, abilities, and motivation to nurture these conditions with one's own emotional*
9 *guidance.*

10
11 Once a patient learns to maintain their own physical and mental well-being by acting from a
12 positive emotional state, then a new learning process begins: one which delves into the ethics
13 of these actions and thus develops a comprehension of “right” action. We live in an
14 environment where sales and marketing have become very sophisticated and cunning in the
15 manufacturing of feeling good states of being. In this environment of *caveat emptor* (let the
16 buyer beware) and ‘free speech’, not understanding the pitfalls of ‘feels good is good’ can be
17 very costly to the individual and in the long run to the health and well-being of the family,
18 community, and society.

19
20 Additionally, society needs to rethink the meaning of “criminal justice” and reform
21 ‘punishment for crime’ into a justice system that actually promotes healthy cognitive
22 rehabilitation and healthy neuroplastic development and a return to well-being. **Well-being**
23 means health, vigor, energy and vitality with a joyous anticipation for the future and all its
24 uncertainty.

Part 3:
The Practice of Symbiotic Psychology

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1 5.0 Psychological Therapy

2
3 *“Doctor, what is your end game? Up to now I have been passively going to therapists like a*
4 *bump on a log and now I am sitting here in front of you. I want to get well! I believe I can*
5 *get well! I want to know how listening to you will get me on a path to well-being. I want to*
6 *feel good and be free of all you doctors. I know a person who was psychotic.... he heard*
7 *voices, had delusions and fantasies. He really tripped out at times and would ‘wake up’ in a*
8 *hospital. He tried to kill himself. He spent over 15years heavily medicated and still his*
9 *psychotic manic episodes ended him up in mental hospitals. He spent years talking to*
10 *therapists like you and doped up on meds, but now he is free.... free from doctors, meds,*
11 *hospitals, padded cells and he no longer goes ‘schizo’. I want to be free. How is your*
12 *therapy going to get me there? How will I know if I am getting well? What am I doing*
13 *wrong? How are you going to help me change so I don’t ever have to see the likes of you*
14 *again?! Sorry, but that is how I feel.”*

15
16 Evolution has established a cognitive/physical/emotional correlation such that emotions
17 provide consciousness with an awareness of the health and well-being of the body’s
18 physiology and biochemistry. A useful definition of mental illness is the **inability** of a
19 person to respond constructively to emotional signals. Individuals feel or perceive emotions
20 and normally respond to their emotional guidance system by creating and accentuating
21 cognitive activities that bring about positive feeling emotions. Negative emotions are a
22 driving impetus to create new and different cognitive activities that bring about a healthy,
23 good-feeling emotional response. If feelings are skewing negative, this is the brain’s signal
24 to cognitively reconstruct this negative stimulus or to get off this subject entirely and refocus
25 the mind and its activities onto something that brings a positive emotional response. The
26 objective is to keep the mind and its cognitive powers of perception, recognition, conception,
27 reasoning, and imagination – along with the body’s capacity of actualization – continually
28 reaching for better cognitive activities and thus, for the good feeling emotional responses
29 indicative of a healthy biochemical physiology.

1 Within the concept of emotional guidance is the cognitive construct of want and desire: more
2 precisely, the pleasure one feels when perceiving and cogitating upon obtaining and having
3 that which is wanted and desired. The foundation of a psychotherapy rehabilitation that
4 asks, “What do you want?” reaches through to activate the core of our evolved DNA that
5 creates pain when hungry and pleasure with fulfillment. The beginning of healing starts with
6 reaffirming and strengthening the cognitive neural networks of an individual’s objects of
7 desire and wanting, and, their correlative emotional feelings of pleasure.

8
9 “What do you want?” is a question that brings about an emotionally negative response if the
10 patient is dwelling within the cognitive constructs of the ‘not wanted’ or ‘lack of’ that which
11 is actually desired. Our evolutionary reflexes are to move consciousness into cognitive
12 activities of ‘that which is wanted’ and to how to attain it. The therapist’s role is to aid in
13 their patient’s understanding of this process and to train and develop their cognitive skills
14 necessary to pivot cognitive activity from that which is ‘not wanted’ to cognitive activity of
15 that which is ‘wanted’.... from feeling bad to feeling good. Emotions are the guiding light
16 regarding the success or lack of success in this change of focus within cognition.

17 Neuroplasticity of the brain means that everybody has the capacity to realize a new and more
18 beneficial reality because the brain can rewire itself and create new circuits of understanding
19 and alternative healthy behavior.

20
21 Therapy based on the symbiosis between cognition and emotions reaffirms an evolved
22 biological guidance system where emotions are used to evaluate cognitive behaviors. In
23 stark contrast to ‘emotional regulation’, with this approach emotions are not ‘regulated’ but
24 are used instead to regulate, that is, to guide cognitive behaviors. Also, in this context,
25 emotions are not viewed as ‘out of control’ nor is there a concept of ‘emotional disorder.’
26 On the contrary, it is the cognitive mind that is ‘out of control’ and the therapeutic process
27 addresses instead, a ‘cognitive disorder.’ Deviant emotional perceptions are reflections of

5.0 Psychological Therapy

1 this aberrant cognitive behavior. The emotions are not treated as dysfunctional but, rather,
2 are understood as very functional, in that they are bringing to consciousness the
3 dysfunctional aspect within the mind's cognitive activities that is creating the aberrant
4 biochemical physiology we are perceiving as emotions. It is these irregularities in cognitive
5 behavior that need to be addressed. Emotions are but the messenger.

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

18

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

1 6.0 Pharmaceutical Therapy

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

18
19 Medications can be very effective in “normalizing” external behavior from an observer’s
20 perspective, but what are these chemicals doing to the cognitive-biochemical/physiological-
21 emotional neural feedback circuit? What are they doing to consciousness’ ability to control
22 and change cognitive activities in response to emotional guidance? How can emotions guide
23 cognitive behavior when emotional or physiological neural networks are being targeted with
24 artificially introduced chemical agents?

25
26 Emotions have an evolved role in guiding cognitive behavior and decision-making. If
27 emotions are perceiving a biochemical physiology that cognition actualizes, how are
28 emotions ‘out of control’ and in need of ‘emotional regulation’? No! It is cognition that is
29 ‘out of control’ and therefore, it is cognition that needs regulation.

6.0 Pharmaceutical Therapy

1 Any pharmaceuticals designed to impact the emotional system also impact the emotions'
2 correlations with (1) the mind's cognitive activities and (2) the body's
3 biochemical/physiological activities and (3) the emotions' response to the body's
4 biochemical/physiological conditions. Biochemical agents must harmonize with emotional
5 neurological construction and augment the brain's neuroplastic capacity for developing new
6 constructive habits. The purpose of pharmaceutical therapy should be to assist
7 consciousness' power and ability to manipulate cognition and thus to help consciousness to
8 respond to emotional guidance in a healthy and constructive manner. That is not the intent of
9 current pharmaceutical therapy.

11 **6.1 Psychiatric Medications Designed for Healing**

12 *Any attempt to understand and affect the internal human environment must be taken with an*
13 *understanding of the changing biochemical/physiological conditions of that environment as*
14 *indicated by an evolved emotional neurocircuitry of the human body.*

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

25 These new types of pharmaceuticals would aid individuals in their abilities to use their own
26 cognitive skills and reflexes to co-function with their emotional guidance systems. These
27 new medications would aide and empower consciousness either to take the mind off the
28 negative downward cognitive spiral of depression or to take the mind off the out-of-control
29 upward cognitive spiral of mania. As a patient's new skills are developed and new neural

6.0 Pharmaceutical Therapy

1 circuits are cultivated, the need for and the types of pharmaceutical assistance change. There
 2 always should be the goal to eventually remove pharmaceutical assistance entirely. But, like
 3 the hand on the hot stove, the neurocircuitry within the brain can be “damaged” so
 4 extensively that no amount of training and development will ever succeed because entire
 5 functions of the brain may have been irreversibly programmed into destructive patterns. In
 6 such cases, there is the possibility that the mind/body/emotion chasm may be permanent,
 7 resulting in a need for permanent pharmaceutical intervention and, in some cases,
 8 hospitalization. Nevertheless, new pharmaceutical research is required to address a new
 9 paradigm in which cognition drives the biochemical physiology that emotions perceive.

11 **6.2 Masking Neurological Processes**

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

21 The approach proposed in this book does not negate the importance of pharmaceutical
 22 therapy, rather, it redefines its purpose, which is to target the brain’s neuroplastic
 23 environment and to help individuals redevelop a healthy cognitive activity in response to
 24 their perceptions of emotional feedback about their biochemical/physiological states of
 25 being. As discussed earlier, a person has an evolved emotional guidance system that
 26 promotes cognitive behavior that feels good emotionally. Negative emotions promote
 27 avoidance behaviors. Mental illness may be defined as a consciousness’ inability to
 28 constructively respond to their own internal dialog between cognition and emotional
 29 perceptions and the inability of consciousness to actively engage in emotionally positive

1 activities that are useful, healthful and life-giving. Pharmaceutical therapy should augment
2 psychological therapy to create conditions for redeveloping the neural networks that
3 reinforce evolutionary design.

4 5 **6.3 New Opportunities in Medicine**

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

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

1 7.0 Cognitive-Emotional Wisdom

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

11
12 To have **cognitive-emotional wisdom** is to have the cognitive and emotional understanding
13 and ability to avoid acting from the lower platforms of despair, depression, and anger. It is to
14 have the cognitive tools and agility to move up the emotional staircase and **to act** from
15 platforms of good feelings where clarity, health and vigor reside.

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

23
24 Development of cognitive-emotional wisdom also helps an individual to develop the desire,
25 courage, and tenacity to do the work necessary to move up the emotional staircase and to
26 continually reach for thoughts that feel better. Poetry, music, dance, the arts, and sports can
27 all be important motivators because successful participation within these disciplines demand
28 action from higher levels of cognitive awareness and a more refined response to emotional
29 perceptions. Every step higher in the level of accomplishment demands an even greater

7.0 Cognitive-Emotional Wisdom

1 commitment to a cognitive discipline with emotional guidance. Every step higher is a
2 movement into greater happiness, joy and passion. Think about it. Physical and cognitive
3 agility, coordination and strength, all key attributes for an athlete's success, require the
4 athlete, as a consequence of evolution, to be joyous and passionate within their endeavors.
5

6 As individuals mature into adulthood, they should continually be developing new and more
7 intricate methods of utilizing their emotional guidance to create new and more complex
8 harmonies within their minds and bodies and with their external world. The complexities of
9 the mammalian brain need to be utilized to adapt a prehistorically evolved emotional
10 guidance system to the demands, complexity, and nuances of our modern society. Having
11 cognitive-emotional wisdom also means having a broad enough perspective on "what feels
12 good is good" to understand that 'what feels good' in the immediate present may have a
13 completely different emotional response in the very near future. Jumping off a cliff may feel
14 great, but the landing leaves much to be desired.
15

16 The mind and body exist within a multitude of conditions and activities, all creating a
17 symphony of emotional feedback and harmonies. It is these harmonies and disharmonies
18 that individuals must bring together as they conduct the symphony of their lives' creations.
19 The primary goal and objective for society and its members should be to nurture and guide
20 individuals into their own beings as creators of their own lives. Much too often, societal and
21 individual actions create schisms between individuals and their own personal emotional
22 guidance, sometimes innocently, sometimes with benevolent intent, but sometimes with
23 malicious intent to manipulate individuals for ulterior purposes, such as exploitation or
24 control.
25

7.1 Development of Cognitive-Emotional Wisdom

27 The narrowness of myopic mental vision and perspective plays a role in mental illness and
28 aberrant behaviors to strive for action that is not myopic but, rather, integrates the totality of

7.0 Cognitive-Emotional Wisdom

1 a person’s cognitive and emotional universe. Just as the various sections of an orchestra
2 must be aware that they are playing in the same key to remain in harmony, the various
3 aspects of a person’s consciousness and very being must find harmonious integration for the
4 person to remain whole and mentally healthy. Otherwise the dissonance that can develop
5 within a person to accommodate society’s diverse demands can become so great that it may
6 be impossible for the person to remain whole and mentally healthy. To be mentally well,
7 individuals must have successfully mastered the necessary skills to navigate their cognitive
8 and emotional processes through life’s challenges and adventures. They must successfully
9 integrate the lessons demanded by society and develop the necessary cognitive-emotional
10 wisdom to succeed.

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

21
22 The first step towards cognitive-emotional wisdom is to establish a person’s awareness of the
23 fundamentals of the emotional feedback system. Unfortunately, even the syntax of language
24 misrepresents the mind, body, emotion relationship with consciousness. To say that a
25 person is “emotionally out of control” or having a “fit of rage”, or “acting out in anger” or
26 committing a “crime of passion” is an incorrect characterization. The person is not
27 “emotionally out of control” but, rather, they are “cognitively out of control” because it is the
28 cognitive activities that are creating biochemical/physiological changes, which consciousness
29 perceives and calls emotions. Emotions cannot be aberrant and destructive because they are

1 but the messenger. It is cognition that can be aberrant and destructive. It is cognition that is
2 creating the biochemical physiology that is running afoul.

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

8

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

18

19 **7.2 Trauma and Addiction Corrupting the Cognitive-Emotional Relationship**

20 The recollection of trauma memories is a reenactment of events which differs from the
21 malleable story telling nature memories of normal events. With trauma, almost any
22 awareness can trigger a cascade of very real events within the cognitive mind that reenacts
23 critical and specific parts of the original horror. The key to healing is to bring the traumatic
24 reenactment out of the dark depths and hidden awareness into the story telling nature of
25 memories where new cognitive activities of understanding can modify the horrors into a
26 palatable memory. Traumatic events stamp and imprint a neurological loop within the brain
27 that corrupts the natural cognitive-emotional relationship and continuously affects the body

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1 and decision making throughout life unless interceding therapeutic work disrupts the process.
2 (Kolk, B. 2015)

3
4 All traumatic events, can surreptitiously affect decision making and behavior to where
5 behavior and decisions are not based within a freedom of being and desire but within the
6 confines and restraints of fearful avoidance. Traumatic events can covertly initiate behavior
7 from unreasonable outbursts and aggression upon oneself and others to seemingly reasonable
8 and rationale decision making to paralytic depression. Traumatic events disrupt a natural
9 harmony of being to where an individual dissociates one's self from emotion's evolutionary
10 function to promote health, prosperity, and well-being.

11
12 The correlative relationship between mind, body, emotions, and consciousness has evolved
13 to promote individual health and well-being (ref Section 2: "Emotions as an Evolved
14 Biological System"). Trauma may be defined as an experience – or series of experiences – so
15 severe as to short circuit the normal harmonious and healthy flow of electro-biochemical
16 activity within and between neural network areas within the brain and body that disrupts a
17 person's evolved reaction to seek and maintain cognitive activities that feel good. Human
18 beings have evolved to be healthy and joyous. Culturally this may be far from the norm and
19 be an indication of a broken culture and society rather than an indication of natural human
20 character. A cultural lack of awareness and understanding of the natural cognitive-emotional
21 relationship may promote dubious and insidious behavior that only continues the chain of
22 pain, suffering, and trauma upon the next generation.

23
24 Self-prescribed remedial behaviors in response to traumatic events can easily become
25 addictive rather than healing. Self-medication with alcohol, tobacco, and other "recreational
26 drugs" may also – and very quickly and drastically – disrupt natural cognitive-emotional
27 activity beyond its elastic capacity to return to normalcy. As a hand that was forced onto a
28 hot stove may forever be scarred and may even become functionally impaired, trauma may

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1 severely impact internal biochemical physiology and adversely affect natural cognitive and
2 emotional behavior as well as the physical expression of that behavior.

3
4 Behavior modifications, street drugs, and even properly prescribed medications used to cope
5 with trauma are addictive for two reasons. One is that they buffer consciousness from the
6 pain of the traumatic event and, two, especially with drugs, withdrawal symptoms can be so
7 painful and severe as to prevent any cessation of use. If adaptive behaviors to cope with
8 trauma are innocuous, any traumatic injury may never be acknowledged nor the need for any
9 remedial action be recognized. Only when adaptive behaviors become disruptive – or even
10 destructive and criminal – to self or others, does the need for cognitive-emotional
11 rehabilitative therapy become a serious consideration.

12
13 The nature of what constitutes a traumatic event or addictive behavior is highly
14 individualistic. Common to post traumatic and addictive behavior is a lack of a natural
15 responsiveness to an evolved emotional system designed to guide cognitive behavior towards
16 individual health and well-being. Any lack of joy and well-being within a supposedly
17 healthy and constructive lifestyle is an indication for the need of cognitive-emotional
18 education and/or rehabilitation intervention. Society has a moral obligation to provide the
19 necessary education and training within its schools, hospitals, and prisons to establish
20 individual awareness and responsiveness to healthy cognitive-emotional behavior. Section
21 8.2: “Cognitive-Emotional Rehabilitation and Strengthening Exercises” provides a
22 descriptive list of possible rehabilitative behaviors. Although these exercises are all
23 relatively safe, they may be abused without the basic understanding and knowledge of why
24 and how they are designed to reestablish a natural and healthy relationship between mind,
25 body, emotions, and consciousness. Dr. Bessel van der Kolk, M.D. has written a wonderful
26 book on trauma, *The Body Keeps Score: Brain, Mind, and Body in the Healing of Trauma*
27 (2014), New York, NY, Penguin Books. Part Five, Paths to Recovery provides a series of
28 healing avenues that should be explored by anyone suffering from trauma as well as by
29 anyone who may have an interest in societal and individual well-being.

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1 Research studies are revealing new realizations and understandings of a neuroplastic brain
2 designed to rewire itself (Doidge, 2015). The neuroplastic brain makes it possible to
3 establish new, healthy, and constructive awareness and behavior associations. Everyone has
4 within them an amazing capacity to change, adapt, and to thrive within a wide variety of
5 conditions and environments. This has awakened new and exciting possibilities for
6 individuals and cultures now being destroyed by traumatic and addictive behaviors. When
7 actually should the education and training to heal generation to generation traumatic behavior
8 begin? When should the chain of pain onto others stop? How about now!

10 **7.3 Cognitive-Emotional Wisdom in Education**

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

21
22 Education must also be about training students to develop the wisdom necessary to function
23 with an emotional system that has been evolving hundreds of thousands – if not millions – of
24 years. The biochemical/physiological response to cognitive activities of our reptilian brain
25 are far different than the biochemical/physiological response from cognitive activities to our
26 mammalian brain. To ignore the intricacies of an emotional guidance system is to disregard
27 thousands of years of survival on the savannahs of Africa by our original human ancestry.
28 This emotional guidance system now needs to be prepared and cultivated and nourished for

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1 successful operation within today’s technological world. This modern environment requires
2 a new awakening and acceptance of an individual’s abilities to guide his or her own life.

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

11
12 Performing arts such as dance, theater, and music especially ask each participant to connect
13 with and to discover their emotional awareness. These disciplines require an exploration into
14 emotions. Instead of promoting a culture of emotional ignorance, they promote a culture of
15 emotional understanding and appreciation. This emotional awareness is a vital factor in
16 comprehending the alliances between cognition, emotion, and physiology.

17
18 Basic lessons in the understanding of and the application of one’s own emotional system are
19 vital. This means that our youth need education about how to develop joy in their lives.
20 Emotional wisdom is about taking healthful actions in joy rather than taking destructive
21 actions in anger. The capacity to perform the mental gymnastics necessary to pivot from
22 destructive to healthy mental and physical actions should be developed within early
23 childhood education to take full advantage of the brain’s neuroplastic behavior to reinforce
24 these habits.

25
26 Students must receive the cognitive training and skills to climb up the emotional staircase
27 from the lower emotions of rage and anger, to the higher emotional levels of frustration and
28 irritation, and finally to the pleasurable feelings of positive emotions. The failure to develop
29 this cognitive-emotional wisdom, where emotional evolution is ignored, can be directly tied

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1 to our society’s violent behavior where movement up the emotional staircase is never
 2 learned, developed, nor practiced. Like successful students in school, successful people in
 3 life know how to use their emotions to guide their cognitive activities towards achieving their
 4 goals and agendas.

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

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

18

19 **7.4 Criminal Justice Reform: The Unalienable Rights of Life, Liberty and the Pursuit** 20 **of Happiness**

21 The mental skills and agility that most people have developed from birth to navigate
 22 successfully through the societal nuances and intricacies of “what feels good is good” and
 23 ‘what feels bad is bad’ is largely absent in the tens of thousands of incarcerated people.
 24 Here, as a result of reinforcement of negative thought patterns with a misunderstanding of
 25 emotions as a feedback system, cognitive activity has never moved up the emotional
 26 staircase into the pleasures of successful and compassionate living. Any successful,
 27 sustained rehabilitation is also dependent on understanding the brain’s neuroplastic nature by

1 our teachers, our parents, our schools, our religious figures, and by our politicians who are
2 blindly, or maybe purposely, setting up rules and laws with punishments that only further
3 degrade human intellectual and emotional wisdom and well-being. **The brain can be**
4 **rewired from an emotionally negative decision processing that accentuates destructive**
5 **behavior to an emotionally positive decision processing that accentuates rewarding,**
6 **useful and constructive behavior and results** (Begley, 2013).

7
8 Why does society respond to unwanted behavior via punishment? Why is “spare the rod and
9 spoil the child” such an ingrained euphemism within our culture? Why is punishment for
10 “crimes against society” considered to be just and humane behavior? Our current criminal
11 ‘justice’ system only further desecrates our humanity and continues the cycle of self-
12 destruction. It is time to stop the individual’s and society’s downward spiral into hell.
13 Discussion and debate must move our concepts and resultant systemic practices and
14 institutions out of our more reflexive reptilian brain and into our more compassionate
15 mammalian brain where reality not only seems different, it is different. Different neural
16 networks are assembling a different world.

17
18 Within this new world, punishment is not justice and human degradation is obscene. In this
19 new world, empowering an individual to create their own, unique and wonderful world of joy
20 is paramount. Here, society nurtures cognitive-emotional wisdom, the wisdom that finds a
21 thought that feels better within a process that developed over tens of thousands of years of
22 evolution and that is now etched in our DNA.

23
24 Where is the society and culture that promotes cognitive-emotional wisdom **education and**
25 **training** within our schools and prisons? Where is the society and culture that knows not of
26 punishment, but understands the wisdom and freedom of joy? Every person has an
27 emotional guidance system; its understanding and training must be part of our evolving
28 moral culture. But we have a justice system entrenched in ‘punishment’ to bring ‘justice.’
29 Our system should be about justice, to be sure. But where is the justice if there is no

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1 understanding of, nor education and training to employ a very ancient emotional guidance
 2 system? Where is our government that was designed to protect our unalienable rights? How
 3 can our government perform its Constitutional mandate to promote the general welfare if it is
 4 not promoting life, liberty and the pursuit of happiness? To achieve this aim, we must
 5 promote the necessary understanding, purpose, and importance of an individual's emotional
 6 guidance system – a biological system necessary for life, liberty and the pursuit of happiness.

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

23
 24 Who can predict the motivation, drive and desire of a person to return to the life of freedom
 25 and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even
 26 after years or even decades of imprisonment? Within a climate of doubt and disbelief of
 27 reform possibilities there may still exist within many individuals a flame of hope and the
 28 necessary drive to work and develop his or her cognitive-emotional wisdom and return to the
 29 freedoms and harmonies of joyous well-being. There is a moral duty and a Constitutional

1 mandate for society to explore the possibilities and to give those imprisoned a chance to
2 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to
3 explore, develop and learn about the mind-body-emotion-consciousness connection.
4 Likewise, there is a Constitutional and societal responsibility to understand cognitive-
5 emotional wisdom and the brain's neuroplastic ability to change and to develop new neural
6 networks that can redefine new perspectives, new alternatives, and new possibilities for
7 successful living by our incarcerated brothers and sisters. Where is our government that was
8 created to protect our inalienable rights of life, liberty and the pursuit of happiness? Where
9 are the protectors of our Constitution for the welfare of all of humanity?
10

11 **7.5 Reframing Antisocial Personality Disorder**

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

20 Although the joy of the hunt and the pleasure of gathering may produce the food needed for
21 survival, during the heat of the day continual exertion risks heat exhaustion, dehydration and
22 death. Rather than being a mere pawn of pleasure and pain, the individual must make
23 decisions whether to continue to hunt in such adverse conditions with survival of self and
24 family as one possible outcome and the death of the hunter and those dependent on the
25 hunter's survival as another. Or, maybe the hunter's lone survival becomes evolutionarily
26 advantageous.
27

28 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity that
29 permits cognitive reflection about the conditions for physical exertion and weighing of

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

11 **7.6 Military Personnel Decommissioning**

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

1 **7.7 The Wisdom of a Champion: Let Joy Reign**

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

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

17
18 The mind-body-emotional game of any contest is about having the discipline to use the mind
19 and all its cognitive abilities to find, to focus in on, and finally, to use the presence of good
20 feeling emotions that proclaim a synergistic harmony of mind and body and being in the
21 zone. “Do you feel ‘it’?” *It* being this mind-body-emotional zone of confidence,
22 momentum, and an undercurrent of *knowing* success.

23
24 An athlete cannot play his or her best having an emotionally negative state of mind. The
25 presence of negative emotions means that a well-balanced and vital body is *not*
26 physiologically present. A biochemical/physiological disharmony, felt through emotional
27 dissonance, manifests directly from cognitive dissonance. Eye hand coordination will be off.
28 Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads

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1 to injuries when the body is stressed and pushed to its limits during competition because the
2 mind and body are biologically not working together as a unified whole.

3
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*).

21
22 Every moment throughout every day is an opportunity to train and to practice moving into a
23 better and better feeling place of success. Every negative emotion is an opportunity to create
24 a more powerful, emotionally positive mental attitude. Winning starts when each negative
25 emotion is used as motivation to find a thought that feels better. Each of these successes
26 helps develop the mental gymnastics required to respond to an evolved emotional guidance
27 system with intent and purpose. The emotional system is giving constant feedback on
28 whether ‘their head’ is getting into their game of success or into their game of failure. The

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1 question is, “does an athlete have the discipline to listen and the skills and training necessary
2 to make the cognitive adjustments needed when the competition demands them?”

3
4 The mind-body-emotional play of a competition starts long before the actual game begins
5 and must continue throughout any competition. Championships are lost because emotional
6 guidance gets distracted from the final outcome and is sidetracked into the pregame publicity
7 of yesterday’s success. Winning feels good but a tournament isn’t over with the semi-finals.
8 A race isn’t won in the preliminaries. The competition isn’t over until it’s over. Now is the
9 time for real mind-body-emotional discipline; to use the mind and its cognitive abilities to
10 focus on, to recreate, and then to maintain an emotional background of previous successful
11 competitive endeavors.

12 *As I was walking through a grade school gym where I was substitute teaching, a very young*
13 *and small boy wanted me to watch him shoot a basket. Amazingly, with his limited ability, he*
14 *shouted with glee as his shot just hit the rim. He looked at me beaming with a smile,*
15 *obviously very proud of his success, and proclaimed, “it almost went in!” He had found the*
16 *emotion of success where most would have only discovered failure.*

17
18 The smallest of actions, a moment of brilliance, any second where “I feel it,” are all mind-
19 body-emotional states of previous successes. It is a time when ‘that felt good!’ The
20 *Exercises in Cognitive-Emotional Rehabilitation* of section 8.2 contains a list of exercises to
21 recreate these mind-body-emotional states as fortification from any barrage of doubts, fears,
22 uncertainties, and questions presented by an upcoming event. Recreate these mind-body-
23 emotional states as a defense from the lure and illusion of a victory that doesn’t yet exist.
24 Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches
25 any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-
26 emotional states as an offense to the opponent’s barrage of jabs, hits and punches to assert
27 ‘their’ dominance. Cognitive/emotional training starts in the off-season at home and
28 continues each day and through each practice and right into the locker room and onto the

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1 court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-
 2 body-emotional synergy of success. Too many half-time talks by the coaching staff
 3 disconnect rather than reinforce each individual's and the team's connection to strength,
 4 agility, coordination and power.

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

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

19

20 Emotions are responses to all that activity going on between the ears. They are an ever-
 21 present coach that lets each athlete individually know where his or her mind's activities are
 22 heading. The better the feeling, the more mental activities are in *your game*. The worse the
 23 feeling, the closer mental activities are to getting lost in *your opponent's game*. The question
 24 is, how much time and energy has been devoted throughout an athlete's career to
 25 understanding and appreciating the cognitive/emotional game necessary for success?

26

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

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

8 **7.8 Emotions in the 21st Century**

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

17
18 Genetically, humans are wired to feel good emotionally. The very strength and survival of
19 the individual depends on striving for better feelings and what those feelings represent within
20 the body. It is our evolutionary nature. But we do not thrive as individual beings without the
21 societal strength to create and empower the development of cognitive-emotional wisdom,
22 where individuals learn, develop, and know how to respond to their own individual
23 emotional guidance with healthful and joyous actions and behaviors.

24
25 It is necessary to elaborate on some important distinctions which need to be made in our 21st
26 century consumer-focused society. Sugar may have wonderful ‘feels good’ associations but
27 gaining weight is probably not one of them. Shopping may feel good but getting the bills
28 may not. Having a brand-new car feels great, but the consequences of it being a stolen car
29 does not. The same ‘feels good’ but ‘know the bad’ goes for drinking, drugs, medications

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1 and all of human behaviors. Knowing what actions may feel good and knowing what
 2 consequences may feel horrendous is a product of the cognitive mind and the emotional
 3 perceptual system of the body's biochemical physiology. On the other hand, society's
 4 acceptance of such action often impacts a person's attention to their own emotional
 5 guidance: what if a person's behavior aligns with emotional guidance but this behavior is
 6 contrary to accepted societal norms? And conversely, what if a person's behavior aligns
 7 with emotional guidance but this behavior *should be* contrary to accepted societal norms?
 8

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

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7.0 Cognitive-Emotional Wisdom

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For those who are not enjoying their ride in life and for those who can't comprehend how anybody can possibly say "life is 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, 'life IS 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. Nature's evolved neuroplastic brain can grow new circuits of understanding and comprehension and provide you with a new awareness, knowing, and capacity to meet the challenges of life – if you put in the effort. The world that your neuroplastic mind sees and understood yesterday, will no longer exist tomorrow if you change your cognitive habits today. 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 and learn how to use your very own evolutionary superpowers.

Note: cognition/cognitive habits are your aptitudes of awareness and knowing gained through your senses, and abilities to recognize, conceive, and comprehend through your abilities of imagination, inspiration, and reason.

Cognitive-physiological-emotional health and 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 awarenesses as the basis for constructive action. Cognitive-emotional therapy is about developing the cognitive skills and habits necessary to harness the emotional

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

6
7 Negative emotions are very important, in fact, they are fundamental parts of the healing
8 equation. Negative emotions are the lower steps of the emotional staircase. Positive
9 emotions are the higher steps. Negative emotions bring an awareness of that which is not wanted
10 (bottom steps) and are used to identify that which is wanted (top steps). The problem and the
11 solution are part of the same staircase. Engineers, for example, have problems to solve. But
12 engineers don't fixate on what's wrong. They have the unique ability to use what is wrong and
13 not wanted to generate solutions and courses of action. Solutions become more apparent after
14 silently exhaling and quieting the knowing and fixation upon that which is *wrong*. "Be still and
15 listen..."

16
17 The objective of cognitive-emotional therapy is to attain mental and physical health and well-
18 being. This starts with learning how to feel better emotionally. The role of the caregiver is to
19 help pave the way for the patient to move up the emotional path. How far along the path a
20 patient travel depends on his or her motivation to take another step: take one more step just to
21 feel a little bit better. One step may take a month. It may take two. But no matter the time, the
22 cornerstone role of caregivers is to help patients take that next step with the promise that when
23 they do, they will feel better. At first, feeling better may simply translate into feeling less pain.
24 Eventually though, over time, with the development of new cognitive habits, emotional feelings
25 and mood will transcend from negative to positive.

26 27 **8.1 Motivation to Feel Better**

28 The answer to the question "how do you feel?" depends on what that person is dwelling upon
29 mentally. Questions such as "tell me, what is going on," "what is happening" or "what's up"

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1 coupled with follow up questions such as, “how do you feel about that” or “how does that make
2 you feel” are appropriate questions to ascertain the current emotional-thought correlations and
3 habits. The reason for asking these questions is to help a person begin to understand and
4 acknowledge the correlation between emotions and mental activities: that what a person is
5 feeling is about what their cognitive activities are and what associations they have developed and
6 nurtured between cognition and following emotional effects.

7 Answers to these questions will also help the therapists find the desires within their patients’
8 mental-emotional jungle. These desires can be harnessed as motivation to alter a patient’s
9 current, negatively charged patterns of thoughts and actions into patterns of thoughts and actions
10 that feel better. The question “what do you want?” develops focus. An answer
11 demands a “fearless sifting and winnowing” (Wikipedia, *Sifting and winnowing*) of thoughts,
12 experiences and desires, and redirecting and maintaining one’s focus on that which is wanted and
13 desired and their associated positive feelings and emotions.

14
15 Whatever a patient’s desire may be, there is an underlying desire to feel good, to feel better.
16 This desire is an important motivation to do the work necessary for improvement. Feeling good
17 is also needed for activating the underlying neuroplastic changes in the brain that will lead to a
18 new, different and improved lifestyle (Gorwood, Corruble, Faliisard, Goodwin, 2008).

19
20 To feel good, to feel better, to get well, to have a life and to enjoy work and play requires a
21 person to use his or her own emotional system to change current habits of thought. Work and
22 action are necessary to *not* be angry, sad, disappointed, depressed, and to lessen the emotional
23 pain and move out of the depths of despair. “Do you want to feel better?” If the answer is yes,
24 then here is where one can start: “do something for yourself everyday – something constructive –
25 that helps you feel a little better or feel a little less bad in the present.”

1 **8.2 Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness**

2 **Training (Your Superhero Toolkit)**

3 All these following tools are methods for quieting one's focus and fixation within negative
4 feeling cognitive activities and allowing less negative or even positive feeling cognitive activities
5 to emerge into conscious awareness. This list of tools is, by any means, incomplete. As
6 Aurobindio Ghose states in *The Synthesis of Yoga* "all life is yoga" (Ghose, 2015) and even work
7 itself qualifies as a means to reach a better feeling self-awareness. Emotions act as a guide
8 because emotions give consciousness feedback on current cognitive activities via conscious
9 perception of the body's biochemical/physiological state of being. These body conditions are
10 generated because cognitive activities affect the emotional neurocircuitry which in turn
11 precipitates feeling good or feeling bad neurological and biochemical changes in the brain and
12 body.

13
14 *The Book of Human Emotions: From Ambiguphobia to Umpty* [offers] *154 Words from Around*
15 *the World for How We Feel* (Smith, 2016). Each word has a causal cognitive (thought) aspect
16 and an effect emotional (feeling) aspect. If one were so inclined to dive into the intricacies and
17 depths of cognitive activities, this would be a good place to start. But rather than understanding
18 the particulars within basic and complex emotions, it is far more important to develop an
19 awareness of what is working and what is not working towards feeling better.

20 21 **8.2.1 Focusing on That Which Is Wanted**

22 "What do you want?" is a question to bring focus and to identify a subject of desire and to bring
23 forth positive emotions. A person knows when they dwell upon "that which is wanted" when
24 positive emotions come forward. Negative emotions come from looking at or dwelling upon such
25 people, places and events a person *doesn't* want. "You have told me what you don't want; now
26 tell me about what you do want" (Hicks, 2006). The presence of positive emotions within the
27 conversation may be attributed to success in changing the subject from the *lack* of that which is
28 wanted to the presence or refocusing on that which is wanted. Continual discussion around these
29 emotionally positive subjects lay the foundational touch stones for moving up the emotional

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1 staircase where more joyous and healthy activity resides. At first these touchstones may be just
2 less painful. Yet, with continual work, movement up the emotional staircase will eventually
3 bring emotionally positive results.

4 Individuals can't focus on what they don't want and simultaneously have positive emotions.
5 They may use positive words, but if the emotion behind their words is still negative, nothing
6 changes. When words and phrases are positive but the emotional state behind such words
7 remains negative, mental activity is still negative and unhealthy. The emotional feelings
8 connected with the mental activities are the guiding factor. Focus and awareness need to be
9 continuously upon one's own changing emotional states and upon emotions more general long-
10 term states, mood and attitude. When positive words reflect positive emotions and negative
11 words reflect negative emotions, communication become honest and in harmony. The
12 conversation revolving around a subject now leads towards health and well-being. The challenge
13 is to continue to modify the subtext of the conversation towards a healthier direction and to bring
14 forth more and more positive emotions.

15

16 Contrary to normal diminishing ones focus within "that which is not wanted", the engineering
17 mind and the gamer mind (as in chess) seem to develop positive emotions while identifying and
18 holding a problem in stasis and simultaneously searching for and allowing solutions to "come to
19 mind." And there is *The Power of Negative Thinking* (Knight, 2013)

20

21 Note: The design of the prefrontal cortex seems to be integral to this cognitive-emotional
22 interplay. The right prefrontal cortex – which is intertwined with negative emotion – seems to be
23 involved with "what's not wanted" and the left prefrontal cortex – which is intertwined with
24 positive emotions – seems to be involved with "what's wanted" (Davidson, Begley, 2012). The
25 precise nature of these prefrontal cortex activities and their relationships to consciousness's
26 power to change cognitive processes and resulting emotional states needs further research.

1 **8.2.2 Appreciating and Reframing**

2 To appreciate a person or persons means to find something of “value” within them to focus on,
3 which stimulates positive emotional responses. To appreciate a situation means to find
4 something of value within the situation to focus on. Appreciation means to make the effort to
5 dwell on some aspect of a person, place, or event that brings about good emotional feelings.
6 Appreciating nature is a wonderful method for extricating oneself from the harsh ‘realities’ of a
7 negative world and into another, no-less-real “reality” of the beauty and marvel that also exists in
8 our world.

9
10 Reframing involves just that, put a new frame around the picture. “This rain means we can’t go
11 for our walk, but we *can* catch up on our reading.” The subject matter doesn’t change. It hasn’t
12 stopped raining, but the rain’s positive attribute is brought forward and the emotional state
13 improves. Or as the saying goes, make lemonade out of lemons. Instead of looking at the
14 overwhelming task presented by the thought that “my whole house is a mess”, reframe the
15 massive task of cleaning the whole house into a practical task of cleaning one room or one
16 corner, or even to start with, a drawer.

17
18 One type of reframing is to step back from the emotionally negative subject of a discussion and
19 to take a more general view. A rose is a very beautiful flower but if one only sees the thorns it is
20 an entirely different plant.

21
22 A related challenge is found within these common phrases: *it is good, it is bad, it makes me*
23 *happy or it makes me sad.* All these common phrasings place the responsibility of one’s own
24 emotional state upon that which is outside the “self” or “I” or “me” without realizing that there is
25 a conscious power of choice to dwell upon that which is wanted or that which is not wanted. No
26 matter how a person has learned to issue responsibility of one’s own emotional state to external
27 factors, healing involves owning one’s power in creating “my own” emotional state of being by
28 “my choosing” exactly what to consciously dwell upon.

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1

2 Remember, the primary goal in these exercises is to bring about emotionally positive cognitive
3 activity which correlates with a healthy lifestyle. If finding an emotionally positive aspect is
4 unattainable, it is best to gaze elsewhere...

5

6 8.2.3 Touchstones

7 Any object can be a reminder of an emotionally positive moment. Pictures, for example, are
8 very common keepsakes, as are cards and clothes. Songs and music have a special way of
9 activating thoughts and mental activities and their emotional responses. Understanding how
10 objects can draw out emotionally positive thoughts is but one aspect of emotional rehabilitation.
11 But objects, events and even certain smells can also quickly bring back memories of a painful
12 experience. The opportunity to stop old habits of thought and to develop new habits of thought
13 presents itself many times throughout the day. Years may have been spent building an
14 emotionally negative vortex of depressing thoughts and behaviors around a singular traumatic
15 event. Daily negative flashbacks are a burden. But each flashback is an opportunity to find a
16 better feeling thought and to take another step up the emotional spiral staircase. (Ref: Section
17 3.0: “Depression: Mental Illness of Mental Injury” and Section 7.2: “Trauma and Addiction
18 Corrupting the Cognitive-Emotional Relationship” of the *Symbiotic Psychology Book*.)

19

20 8.2.4 Acts of Kindness

21 A healthy lifestyle means to live – and to act from – an emotionally positive place. Emotionally
22 positive actions develop another pathway to a overall healthier lifestyle. One method upon this
23 road are acts of kindness. This extends the mental exercise of appreciation outward and into the
24 world and begins the unveiling of a new life of well-being. A kind act may be as simple as
25 petting a dog or a cat, smiling at a waiter or waitress, cleaning a room, or washing a car. The
26 good feelings of a kind act toward others make the reality of an emotionally positive world more
27 real. It stands as a great contrast to the emotionally negative world that a person is leaving
28 behind.

1 8.2.5 Distractions

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

9 An odd correlative approach is to go to a *more* emotionally negative movie. The old unyielding
10 cognitive activities would be displaced onto a different scenario – the movie – from which it may
11 be easier to emotionally reframe into more positive emotions. But this could also go the wrong
12 way...

13

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

17

18 8.2.6 Meditation

19 Meditations are healthful activities whose function is to remove consciousness from the mental
20 chaos generated by daily life. Meditations, like the mindfulness of focusing on the activities of
21 one's breathing or the flame of a candle, work on slowly quieting the thought processes by
22 refocusing one's cognitive activities away from life's illusions. The key is not to latch on or
23 fixate upon a thought but to allow a thought to pass through the mind. More mentally active,
24 guided meditations take place when someone leads the thought process. Yoga and tai-chi are
25 even more active meditations that involve the body. Running, biking, and rowing are other
26 activities that may also have the meditative quality of quieting the mind.

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1 Monitoring the emotional state is essential to the effectiveness of any meditation. These methods
2 of calming the mind and “emptying it of thought” are a means to stop emotionally negative
3 cognitive activity. A person will feel better because mental activity has been removed from any
4 subjects of angst which then allows an emotionally positive mind to reassert itself. The real fruit
5 of this labor comes when this new, more emotionally positive cognition is allowed to grow and
6 prosper after the meditation process is over. The fertile soil of a quiet mind allows the essence of
7 one’s self to grow and sprout into a wonderful new world.

9 **8.2.7 Sports**

10 Within the educational curriculum, organized sports provide great opportunities to promote
11 lifelong mental health and well-being in addition to the obvious benefit to the body. For
12 most student athletes, performing well is their top priority and focus. Enhanced physiology for
13 peak performance is a function of feeling good which correlates with a cognitive knowing of
14 strength, vigor, and adeptness and an actuality of strength, vigor, and adeptness. Feeling good
15 means adherence to a strict protocol of utilizing the emotional guidance system to evaluate one’s
16 own mental activities. Although over excitement may bring forth good feelings, it is indicative
17 of a new biochemical physiology that has yet to be integrated into a harmonious synergy of
18 mind, body, and emotions needed for competition. Negative attitudes and nervousness hinder an
19 athlete’s performance potential. Negative emotions indicate an altered neural circuitry and a
20 diminished biochemical/physiological balance from that found within the natural performance-
21 enhancing attitude of feeling good and the presence of strength, coordination, and empowerment.
22 Record-setting performances come from a physiology found within emotionally positive states of
23 being. An athlete’s whole life will benefit from the cognitive skills and training developed to
24 utilize the emotional system for physical performance enhancement during athletic competition.
25 (Ref: “Dear Athlete: *Unleash Your Evolutionary-Self of Power and Strength*” in Part 1, Letters
26 and “Nets on Fire: Making the Air Electric” in Part 4, Appendix.)

8.2.8 Music and the Arts

1 Training in music and the arts is significant in that these disciplines reach into the emotional
2 system and demand an outward expression to an audience. The processes of reaching inward
3 and identifying emotional states is a significant step toward harmonizing one's own
4 cognitive/emotional symbiotic relationship. Music and the arts can provide an opportunity to
5 bypass confused and convoluted cognitive activities by requiring a concentrated focus into the
6 inner harmonies of thought and emotion. Music and the arts can also express agitation, anxiety,
7 nervousness, fear and apprehension. Whatever the desired effect, a sense of understanding and
8 connection between the harmonies of mind, body, and emotions is required. But for following
9 one's own emotional guidance towards health and well-being, there is only one key signature....
10 joy.
11

8.2.9. Creative Writing and Writing Memoirs

12
13 Creative writing and especially writing of one's own memories can be very therapeutic by
14 reconstituting past traumatic events into new and innovative meanings that can be used as
15 stepping stones into healthy cognitive-emotional processes. Writers would benefit from an
16 instructor with strong psychological and therapeutic skills to safeguard from personal wallowing
17 and accentuating within old and traumatic events rather than using these events as steppingstones
18 – or spring boards – into emotionally positive desires, visions, and dreams. Writing and bringing
19 old traumas to the light for others to read should be just that, bringing trauma into the light where
20 these events are exposed for personal purposes of self-transformation into a new, exciting and
21 healthier life style where the mind, body, emotions, and consciousness harmoniously work
22 together to bring a new peace, happiness, and joy. (Ref: background reading, Bandler, R.,
23 Grinder, John., (1975) (1976))
24 (Note: Traumatic events can be more demanding and need special attention. Ref: Section 3.0:
25 “Depression: Mental Illness of Mental Injury” and Section 7.2: “Trauma and Addiction
26 Corrupting the Cognitive-Emotional Relationship.”)
27

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1 8.2.10. STOP! Going There

2 Maybe a subject is so vast and unyielding that the only solution is just to, “don’t go there.” There
 3 is no solution, viewpoint or aspect that elicits positive emotions. Avoidance may not be “how I
 4 was brought up” or “politically correct” but it may be important for a person’s health and well-
 5 being. “That is not your problem,” may be the best advice a therapist can give for developing a
 6 patient’s health. There is an important lesson here in valuing personal health and well-being and
 7 the role of the personal emotional guidance system over the values imposed by society and
 8 others. For example, fixating on hunger, poverty, torture, abuse and all the injustices of the
 9 world, or on the COVID-19 epidemic can become overwhelming. If a person isn’t able to
 10 engage a subject and emotionally feel good about his or her own understanding and place within
 11 that world, then perhaps it is a subject best put aside.

13 8.2.11 Having Compassion for Self

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

19 8.2.12 Using Religious Ideals

To Walk within God is to Walk within Joy.

23 There are many aspects of the world’s religions that pertain to easing the mind of its burdens.
 24 There are the Sufi dances of peace; there are the Hindu practices of yoga – which means union
 25 with God; and there are the Buddhist meditations for enlightenment to reach Nirvana and the
 26 cessation of suffering; and the songs of Jewish cantors or Christian chants have a similar effect.
 27 Religious practices can be explored with patients who are so inclined. Personal emotional
 28 awareness and wisdom are important because within religion are also ideas and beliefs that,

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1 rather than bringing about an experience of salvation and peace, simply invite “hell on earth.”
2 Emotional guidance is about controlling one’s own activities, not about controlling others.

3

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

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

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

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

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

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

20 6) “Happiness radiates like the fragrance from a flower and draws all good things
21 towards you.” Maharishi Mahesh Yogi (brainyquotes.com)

22 7) “There is no path to happiness: happiness is the path.” Gautama Buddha
23 (quoteideas.com)

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

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 1 **8.3 Cognitive-Emotional Wisdom in Therapy**

2 Emotions have value. They are important. But to have value and to be important emotions must
 3 be used as they have evolved. The presence of negative emotions did not evolve to add fuel to
 4 the fire and escalate emotionally negative situations and events down an emotional negative
 5 spiral into more negativity. Like a runaway train down a mountain, there is not going to be a
 6 good outcome. The question is, can a person become the observer-self? Can a person separate
 7 him or herself from the pathos of the moment....and STOP...stop the cognitive activities that are
 8 fueling the fire? (Dubic, *The Brain*), (Goleman, Davidson, 2017) Can the therapist help a person
 9 become empowered to stop, and act upon a negatively charged situation in a more emotionally
 10 positive direction? The quicker a person realizes that he or she is on a run-away train, spiraling
 11 out of control, the easier it becomes to stop the downward and emotionally negative train of
 12 thoughts and actions.

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

24
 25 Cognitive-emotional wisdom isn't only about moving up the emotional staircase when
 26 circumstances and events are conducive to upward movement, it's also about having the
 27 discipline and fortitude to resolve the internal struggles and to create the mental and emotional
 28 harmony necessary for action when circumstances and events are not conducive to upward
 29 movement. Too many people have the unfortunate life circumstance in which the motivation for

1 stopping the emotional-downward spiral into self-destruction only develops from having already
2 personally followed this path into a barren, despondent wasteland. It is the fortunate few who
3 work and regain their evolutionary roots and relearn how to act from an emotionally positive
4 platform.

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

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1 **9.0 Emotional Guidance - The Dark Side**

2
3 *Good and bad feeling emotions are the perception by consciousness of the body's/brain's*
4 *biochemical physiology precipitated by cognitive activities.*

5
6 Emotions have evolved over millions of years into a discernible identity for all living species
7 not only to survive, but to thrive within this planetary existence called Earth. A parallel
8 process, cognition, likewise, has been evolving into a discernible identity. But, the symbiotic
9 relationship between cognition and emotion, which had become so successful within the
10 multitude of species over Earth's history, somehow has become convoluted within
11 humanity's cognitive construct of this unique and wonderful relationship.

12 **9.1 The Grand Illusion Feeding the Dark Side of Emotions**

13
14 Humanity's current cognitive construct of emotions is illusionary. Emotions cannot
15 overpower reason; emotions are the result of reason. Note that the meaning of emotion from
16 the Oxford Living Dictionary, (Oxford Dictionaries, *Emotion*) "A strong feeling deriving
17 from one's circumstances, mood, or relationships with others" does begin to catch this
18 cognitive/emotional relationship. But their following sentence examples seem to reaffirm
19 emotion's independent 'stand-alone' status:

- 20
- 21 • *'She was attempting to control her emotions'*
 - 22 • *'He began to drink heavily and seemed quite incapable of controlling his emotions.*
23 *'How could she have let him do this to her, to affect her this way so that she had no*
24 *control over her own emotions?'*
 - 25 • *'He said the crash had devastated the entire station and emotions were still raw.'*
 - 26 • *'When he does react, he makes sure that his rational side is always in control of his*
27 *emotions.'*
 - 28 • *'Her emotions were too strong, too raw, for her to be able to suppress them any*
29 *longer.'*

9.0 Emotional Guidance – The Dark Side

- 1 • *'He said he could never condone her reaction but her emotions were*
- 2 *understandable.'*
- 3 • *'She loves the fact that there is an intensity about holidays that can spark strong*
- 4 *emotions.'*
- 5 • *'She hated letting other people see her cry, as if it was a point of shame to possess*
- 6 *human emotions.'*
- 7 • *'There has been an attempt to defuse aggressive emotions and any desire for*
- 8 *revenge.'*

9 Wikipedia, along with an extensive discussion, sums up this illusionary nature of emotions
10 by: “Emotions *produce* different physiological, behavioral and cognitive changes” (Italics
11 mine for emphasis) (Wikipedia, *Emotion*).

12

13 All the previous sections of this book have been an argument and explanation of a different
14 cognitive construct of emotions: “*emotions are consciousness's perceptions of the body's*
15 *biochemical physiology precipitated by cognitive activities.*” Thus, the construct that
16 emotions produce various physiological, behavioral, and cognitive changes is a red herring
17 for our psychological, psychiatric and pharmaceutical detectives. And most importantly,
18 their patients and the mental health profession suffer greatly with the perpetuation of this
19 grand illusion as ascribed to by most of humanity.

20

21 **9.2 The Emotional Guidance of “What Feels Good Is Good”**

22 To recapitulate what has been stated earlier, the cognitive construct of emotional guidance
23 evolved out of the necessary correlative relationships between cognition, biochemical
24 physiology, emotions and consciousness that promoted life throughout the ages. In the most
25 basic biological sense, this means that “what feels good is good”. That is, cognitive activities
26 that support a healthy, vital, and vigorous biochemical physiology must feel good. Any
27 cognitive activities that depress health, well-being and survival that would also correlate with
28 the conscious perception of good feeling emotions instead of bad feeling emotions, would

1 promote behavior contrary to the existence of the species. This basic biological play
2 between good and bad feeling emotions grows extremely complex as humans have evolved
3 an extensive and intricate cognitive neural circuitry to manipulate a multitude of cognitive
4 facets and reflections of constructs, concepts, knowledge and awarenesses. But, no matter
5 the complexity, the basic evolutionary correlation of health and well-being rests upon
6 conscious manipulation of cognition and a return to good feeling emotions. Using one's own
7 emotions to evaluate one's own cognitive iterations is called emotional guidance. The skill
8 and gymnastics to manipulate these cognitive intricacies into joyous health, well-being,
9 power, and freedom for self and others is called emotional wisdom.

11 **9.3 Emotional Guidance Gone Wrong**

12 Often nature's wonderful cognition, biochemical physiology, emotions and consciousness
13 correlation relationships have gone astray. Humans have evolved to be happy, joyous and
14 healthy beings. Yet, this is far from our current status quo. An introduction to the how,
15 where and why nature's emotional guidance can go wrong is discussed in the following
16 paragraphs.

18 **9.3.1 Aberrant and Destructive Emotions**

19 The "modern" psychological cognitive construct of emotions believes in aberrant and
20 destructive emotions. The premise of cognitive behavior therapy declares that emotions
21 "produce" biochemical/physiological changes rather than that they are the perception of
22 biochemical/physiological changes. According to this view, emotions are bestowed with a
23 causal property such that they are falsely understood as aberrant and destructive – or the
24 opposite – normal and constructive, and thus their evolved power of guidance is obfuscated.
25 Thus, instead of emotions being used to guide cognitive activities, they are treated as a
26 dangerous disorder that must be managed and controlled. This illusionary construct is
27 ignorant of (1) the dependent nature of emotions on the cognitive processes of knowing and
28 awareness, namely, perception, recognition, conceiving (which includes imagination and
29 inspiration) and reasoning (Encyclopedia Britannica, Cognition: thought process) where

1 understanding and comprehension can project future consequences and events and (2) the
2 influence of this cognitive activity – through activation of an “emotional” neurology – on the
3 biochemical physiology of the body/mind, which (3) activates the emotional neural networks
4 of perception.

6 **9.3.2 Emotional versus Cognitive Disorder Management**

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

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

23 The intent of emotional guidance is to use emotions to guide cognitive behavior because
24 emotions are reflecting the consequences of cognitive behavior on the body’s biochemical
25 physiology: any disorders and chemical imbalances or neural network abnormalities are due
26 to these cognitive activities. If cognition cannot be personally manipulated with one’s
27 conscious awareness of own’s own personal emotional state, then it is *cognition* that must be
28 pharmaceutically managed, rather than emotions. What is retained in emotional guidance

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

13

14 **9.3.3. Medication Addiction: *Inertia – a body at rest...***

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

23

24 How easy is it to avoid the effort needed to question one's own thoughts and values and to
 25 rework a lifetime of so-called 'useful' core beliefs? A psychiatrist explains to you that,
 26 "your condition is the result of an illness. You are not at fault, but you must be responsible
 27 and take care of yourself and learn to manage your illness. Your responsibility is to now take
 28 these medications for *your own benefit*, maybe/probably/definitely for the rest of your life."
 29 Your doctor doesn't question their years of education, training and the millions of dollars

1 spent on researching and reinforcing the paradigms of affective disorders, diseases, and
2 illnesses. Who are you to question the seduction of pill therapy, which is only further
3 reinforced when these drugs camouflage any emotional dissonance that existed as signals
4 that you need to alter your own cognitive behavior? And to further dilute your powers of
5 emotional guidance, the pain and agony of chemical withdrawal because of biological
6 addiction and the ensuing suffering from not taking certain medications and drugs can be the
7 final blow to the freedom and empowerment emotional guidance would otherwise promise.
8

9 **9.3.4 Self-Indulgence**

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

12
13 The pain of self-cutting and self-burning creates a distraction from an internal emotional
14 pain. It is also symbolically broadcasting outward this internal and hidden emotional pain.
15 Emotional pain does not broadcast a need for sympathy and understanding to the world like a
16 broken leg does. Also, “...it feels so good when I stop!” is an intuitive awareness that “my
17 emotional pain should stop so why doesn’t it?” Why is it obvious that the self-abuse and
18 pain from hitting your thumb with a hammer will stop when the behavior stops, yet the same
19 concept is not understood with cognitive self-abuse. Emotional pain is telling you to stop
20 beating yourself with your proverbial cognitive hammer.
21

22 Merriam-Webster defines self-indulgence as: excessive or unrestrained gratification of one's
23 own appetites, desires, or whims. This definition promotes the view that a self-indulgent
24 person dives in and explains, expounds, and continues the emotional roller coaster ride by
25 allowing their emotions to drive cognitive behavior. On the contrary, it is cognitive
26 behavior which further drives and embellishes its own cognitive vortex, thus accentuating an
27 emotional feedback reverberation loop. An emotional roller coaster may be fun at a concert,
28 play, or show when it is enhancing emotional joy, but if the same uncontrolled self-
29 indulgence activates hatred, envy, anger, depression or some other emotionally negative

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1 pattern of thought, it can be a disastrous ride through hell, very possibly resulting in a tragic
2 ending of death/suicide.

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

8

9 **9.3.5 Camouflage, Deception and Trickery**

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

15

16 Camouflage, deception, trickery, entrapment, and many, many other cunning devices have
17 evolved throughout the natural world and so to find these within humanity should be no
18 surprise. Who has not been given a very believable sales pitch from an apparently honest
19 and respectable person, only to be *had*? Sales and marketing have become a very powerful
20 force of human nature. Affective realism is the concept that the emotions that I feel when
21 observing an event, person, or object are also believed to be an inherent and intrinsic truth or
22 property of that event, person, or object. Sales and marketing have become masters at
23 creating the illusion of feels right for their own selfish interest and gain even to the detriment
24 of their customer. This deception of personal emotional guidance must be acknowledged,
25 understood, and be part of emotional guidance training and development within our
26 educational institutions.

9.3.6. Affective Realism Gone Really Wrong

1 *A father hires a nanny for his daughter and the nanny turns out to be a sexual predator. The*
 2 *daughter keeps silent and her abuse goes on for years. The father, a very successful*
 3 *businessman and powerful lobbyist, rather than accepting responsibility for his inadequacy*
 4 *as a father and employer becomes a self-righteous crusader for “justice.” Regardless of*
 5 *how innocent or abusive the encounter, he initiates a lifelong crusade damning tens-of-*
 6 *thousands of people whose sexual encounters don’t meet his standard of propriety to a*
 7 *lifetime of punishment, pain, and suffering. He continues with no acceptance of the fact that*
 8 *all people, including sex offenders, have the neuroplastic capacity within their brains to*
 9 *change, reinterpret reality, and to recreate a beneficial new reality and quality of life for*
 10 *themselves and for all those around them. (ref. documentary film *Untouchable*: David Feige,*
 11 *director.)*

12
 13
 14 Affective realism falsely empowers an event, person, or object with an inherent and intrinsic
 15 emotional truth or property of that event, person, or object. It is about them. It is about what
 16 *they* are or what *they* have done. It is their fault and responsibility that I feel this way (good
 17 or bad). And therefore, something must be done about *them* so *I* feel better.

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

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1 **9.3.7 Cognitive and Emotional Entanglement**

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

5
 6 Similar audience enthusiasm can be found at sporting events, musical concerts, and other
 7 entertainment performances around the world. This massive infectious quality of emotions
 8 can be found within even the smallest of interactions. It only takes two.... two on a dance
 9 floor is beautiful, but two in a suicide pack is tragic.

10
 11 Cognitive and emotional entanglement is the infectious quality of thoughts, concepts and
 12 ideas to spread across a population. Fan support of their home team is fun. Mob insanity for
 13 a lynching is incomprehensible....to most of the world. The South’s enthusiastic unification
 14 into the Confederacy to defy the Unions’ usurping their righteous belief in slavery, Nazi
 15 Germany’s mass hysteria for Jewish extermination, and white America’s extermination of
 16 the Native American population shows how insidious and infectious thoughts, ideas, and
 17 beliefs may become unquestioned and acceptable patterns of thought and behavior. Again,
 18 the lack of emotional guidance training is horribly unappreciated.

19
 20 Acceptance of the absurd and ridiculous may seem impossible but the brain, with its
 21 extraordinary neuroplastic adaptive abilities, makes the many socio-diverse populations
 22 possible. Inanities to one population are acceptable and unquestionable truths to another.
 23 Closed, untarnished and free from contamination by outside realities, segregated populations
 24 are free to evolve their own myths, constructs and truths....as in the conclusion that “*I*
 25 *deserve death, simply for existing....” rationalized below:*

26
 27 *“The church also taught me the story of Jesus, the son of God, whom God sent to earth as a*
 28 *defenseless human infant. Jesus spent 33 completely sinless years on this planet, only to be*
 29 *brutally murdered as a sacrifice for me, because of me. I was born with my sinful nature and*

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1 *no matter how good I try to be, how many prayers I pray or Bible study gatherings I attend, I*
2 *am ultimately a sinner — and the wages of sin is death. According to the church, I deserve*
3 *death, simply for existing. But the church also claims there’s good news! Even though I*
4 *deserve death, Jesus’ bloody crucifixion and subsequent bodily resurrection saves me from a*
5 *fiery eternal hell — all because I believe this supernatural story and earnestly accept the gift*
6 *of his grace. And because of this sacrifice, I owe him a lifetime of gratitude, worship and a*
7 *commitment to follow his commandments (even though, because of my human flesh, I will*
8 *always ultimately fail him) (Baker, 2018, Nov. 11).”*

9
10 So, the issue really isn’t the absurdity of one paradigm versus another, but what does an
11 individual person do with what they believe:

- 12 a. Does her belief that she and others are “always an ultimate failure” contribute to a life
13 of emotional trauma?
- 14 b. Does her belief that she deserves death turn into a belief that she and others deserve
15 to be executed for lack of obedience to *His* laws?
- 16 c. Should others die because they don’t express the appropriate faith as was decided
17 during the Spanish Inquisition, the Salem Witch Hunts, the Jewish Holocaust, or the
18 extermination and genocide of the Indigenous populations of the two continents of
19 the Americas?
- 20 d. Does all this belief and faith in death and deserving of death translate into a breaking
21 point where somebody goes ‘crazy’ and burns up a church or shoots up a Synagogue?
- 22 e. Or how about “just” punishment within the judicial system of the USA including
23 capital punishment, that ignores neuroplastic changes within the brain which offer
24 opportunities in rehabilitation and recidivism reduction.

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

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1 **9.3.8 Core Beliefs: The Good, the Bad, and the Ugly** (Vincenzoni, Leone, 1966)

2 The definition of a core belief can be very complex under the epistemological view called
 3 foundationalism, or a core belief can have a simple, useful definition of – commonly
 4 accepted thoughts and ideas held without question. I have done my best to outline how a
 5 commonly accepted understanding and definition, that is the core belief, of emotions has
 6 outlived its usefulness. Any discussion of emotions can and should be thought of in their
 7 simplistic sense rather than within some complex theoretical view, reserved only for a very
 8 highly educated few. Simply, there exists something commonly called emotions that we feel,
 9 and it feels good or it feels bad. The great question is not really “how do you feel?” but
 10 “how do you want to feel?”

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

21
 22 Within another culture exists a core belief of just punishment for breaking the law. Within
 23 this discussion is a very real and complex debate of what is law and what are the grounds for
 24 its existence and what is just punishment and the grounds for its existence. These core
 25 beliefs are useful and have demonstrated great success in many cultures, but the acceptance
 26 of such beliefs have curtailed the debate of how the core belief of forgiveness can be the
 27 mainstay of a successful culture. A developing new core belief and understanding of

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1 neuroplasticity – the concept that the brain can rewire itself to accommodate new beliefs and
2 realities – leads to a frontier of law and justice without punishment.

3 Justification for the domination of one people over the other, for the enslavement of a people,
4 or even for the extermination of a people has somehow always found a foothold somewhere
5 within the human psyche. Even today, war wages, individuals are tortured, and children are
6 ripped away from their families in the most *advanced* civilization ever to exist. This same
7 culture justifies the deaths of the 45,000 people who die annually because of lack of health
8 care (Cecere, 2009) so the richest people in the nation can have even more wealth. As a
9 world, the people in power justify more wealth in exchange for the deaths of 10 million
10 children who die yearly from lack of health care (Associated Press, 2008).

11

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

16

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

20

21 **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

22 The “reptilian” mind is a metaphor for a very fast and reflexive cognitive neural network
23 processor (brain/mind). Reptiles have been a very successful animal species on Earth,
24 dominating the landscape for hundreds of millions of years, whereas modern human
25 existence can only be thought of in tens of thousands of years and our domination of the
26 planet in terms of a few thousand years (Kaneda, 2018).

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

7
 8 Mammalian ethics is a metaphor for a complex, and sophisticated cognitive mind/brain
 9 processor. Mammalian ethics is about thought and reason, a might *for* right attitude. It is not
 10 because I have the power it is right but what is right? If I have the power of deception, what
 11 is the right use of deception? If I have the power to decide, what is the right decision? Life
 12 is not so simple: there is a vast array of ideas and meanings to life in which “what feels good
 13 is good” is a complicated ideal that needs deliberation and thought.

14 Again, with the lack of understanding, education, and training about emotional guidance
 15 principles, people can be subjugated and manipulated to support action against their own
 16 self-interest. It took WWII with the cost of 70-85 million lives to bring Germany out of its
 17 hypnotic stupor (Wikipedia, *WW II casualties*). Ideally, our government officials work for
 18 the benefit of all, not just for the favored few. Governments working to empower its
 19 citizenry to be healthy, wealthy, independent and strong feels right. Businesses’ developing,
 20 manufacturing, and producing products to empower its customers to be healthy, wealthy,
 21 independent and strong feels right. Henry Ford paid high wages so his laborers could buy his
 22 cars and all of society benefited and became wealthier. The health, wealth, independence and
 23 strength of a society is dependent on these same attributes existing within all the people
 24 living within the society: the proverbial ‘high tide lifts all boats.’

25
 26 Ideally, reptilian and mammalian brains work in concert within the varying environmental
 27 demands. The great problem in our time is the reptilian control of mammalian powers.
 28 Control and deceit have become more and more sophisticated. A political discourse of lies,
 29 misinformation and deceit can be impossible to sort out. And the more lies there are, the less

1 comprehensible is this discourse, which leads to reptilian politics based on an emotional
2 effect of conflict and fear which weakens all of society. A mammalian inclusive, multi-
3 agenda politics is based in a joyous and hopeful emotional effect, which strengthens and
4 empowers all of society. For the good, the health, and the well-being of a society, it is now
5 time to start teaching, training and educating the population about their own emotional
6 guidance.

8 **9.5 Out of Darkness: The Intentional Life**

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

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

25 The greatness of the human life experience emerges from the flames of individual desire
26 arising out of hell's fiery conflicts on earth. Intention is forged in these fires. Emotional
27 guidance aligns our journey with these new intentions. Each succeeding generation will have
28 its own mountains to climb and waters to cross with their own stars to navigate towards.

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1 Intent is that guiding star; and it is our emotions that perceive its light. The more joyous the
 2 feeling, the more harmonious and powerful the wonders revealed through life's journey.

3
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1

1 **10.0 Conclusion**

2
3 The human spirit is intertwined within a massive collection of neural networks and circuits.
4 Evolution has guided all these interconnecting relationships into a highly functioning being
5 who learns and grows and strives for a joyous collaboration with his or her internal and
6 external environment. The nature of being is to be healthy and to live a joyous life. Those
7 who haven't naturally grown into this wonderful connection may need help and guidance in
8 utilizing an emotional system that has evolved to guide their cognitive universe.

9
10 Well-being begins with an appreciation and understanding of the remarkable emotional
11 guidance circuitry found within each and every person. Those striving to become well may
12 need the help of a psychology and psychiatry discipline that honors and promotes the
13 emotional system as an evolved biological sensory system of the human spirit. Some people
14 may need the help of pharmaceuticals specifically designed to help them manage their
15 cognitive behaviors with the guidance of their emotional system. And with successful
16 psychological rehabilitation, there is a need for a progression of less invasive medications
17 that allow – and demand that – individuals be more responsive to their own emotional
18 guidance.

19
20 Psychology and psychiatry can heal. They can free the mind from its bondage of past
21 injuries and reestablish the power of consciousness to respond to its own emotional guidance
22 in ever new, healthful and creative ways. Despair, frustration, anger, hate and depression
23 should not serve as fuel for acts of violence, war and suicide. Instead, they should serve as a
24 springboard of awareness for the need and priority to.... STOP ...to stop the downward
25 spiral into hell.

26
27 There is an array of neural networks associated with positive emotions, physiology and
28 actions, a second associated with negative emotions, physiology and actions, and a third that

10.0 Conclusion

1 inhibits and freezes action. The inhibitory neural network provides the circuitry to stop and
2 to **not act**. Activation of this neural network is the backbone of humanity's genius and
3 ability to stop and take a moment to reflect, reevaluate, and alter their destiny. From a
4 mental locus of great pain and anguish there exist steps to lesser pain, from which exist steps
5 to no pain. Eventually these clear and iterative improvement steps will lead to new places
6 and **acts** of appreciation, joy, and passion. The value of therapy, psychology, and psychiatry
7 to help a person retrain his or her mind cannot be underestimated. A new life can be reborn
8 and that is a very wonderful event.

Part 4:
Essays on Emotional Wisdom

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1

1

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

2

3

(rev2007-01-29)

4

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

14

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

21

22 Each player has their own marvelous emotional system and it is not an 'all' or 'nothing'
23 proposition. Some players may pivot from that feeling of 'blowing it' to 'isn't this wild' in a
24 heartbeat; but for most it will come in steps. It may start in anger and frustration and move
25 from there. It may start even lower, in the disempowering emotions of depression and
26 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
8 net” will come faster and faster, easier and easier. And then the fun really begins.

9

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

21

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

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

1 every moment, guiding, and letting each individual player know which direction their mind's
2 activities are going.

3

4 Practice off the court, so when it counts, during a game, pivoting into the zone becomes
5 automatic. The emotional system is a constant, steady, and dependable coach that can guide
6 the mental game so that every game can, with effort, feel like you're in the home court.

7 Every event throughout the day is an opportunity to practice for The Big Game and to create
8 the air-electric. Developing mental discipline means developing the skills for listening and
9 then responding to your emotional system (not theirs). Listening and responding to what
10 your emotions are saying about your mental activities will get your mind back on track
11 towards that great feeling of being unbeatable. Moving the mind's activities – from anger to
12 frustration, to hope, to belief, to knowing that any game on any court belongs to you – takes
13 effort and practice. And there are hundreds of opportunities to practice every day, if you take
14 a time out and do it. Then every game in life becomes yours and any place in the world
15 becomes your home court. Then the air becomes filled with electricity and someone will
16 create a spark that sets the nets on fire.

17

18

19 Andrew Jackson

20 2007-01-29



1

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

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

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

10
11 b. ARGUMENT 2: Evolved Emotional Guidance (Jackson, 2019) redefines
12 an evolved emotional neural circuitry as a neural circuitry of perception of
13 the body’s biochemical physiology precipitated by the brain’s cognitive
14 activities. This means that the neural circuitry of emotional behavior has
15 an evolved function to guide cognitive behavior and physical activity
16 towards the desirable aspects of life, such as, health and well-being.
17 Emotions have naturally evolved to lead physical and cognitive behavior
18 towards life, liberty and the pursuit of happiness.

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

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

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

1 *behavior within God's favor. (reference Constitution Amendments*
 2 *I – free 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*
 7 *and unusual punishment shall not be inflicted)*

8
 9 c. CONCLUSION: Neuroplasticity and Evolved Emotional Guidance
 10 redefine humanness and reconceptualize what it means to be human
 11 (Benko, 2015). These new understandings within the physiology of
 12 psychology must be incorporated to understand the nature of the actual
 13 punishment being inflicted upon a person within current incarceration as
 14 punishment practices that preclude any means of reformation.

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

23
 24 Andrew Jackson

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25
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(B) *Criminal Law and Justice Lagging Psychological Advancements*

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5

(C)Memoir: *Hell on Earth (As Is Heaven)*

(rev2019-11-23a)

1
2
3
4 *I was mentally insane with delusions and voices flying around my head. I was crying out for*
5 *God to kill me. I blacked out and awoke with a rope in my hand to make it all end when a*
6 *voice asked me, “Can you go on?” I got myself back into a mental hospital and stayed alive.*
7 *I awoke in a padded cell. They doped me on medications and endlessly, minute by minute,*
8 *hour by hour, day after day I spent walking the hospital halls. When released, nightly I*
9 *roamed the deserts around El Paso until I ended in jail, beaten and bruised but still picking a*
10 *fight with the biggest man in the cell. My wife demanded a divorce. Again, a voice wanted*
11 *me to stay alive and continue my madness in hell. I said, “I can.”*
12

13 **The Farm:**

14 When I was born as the number two son, my father decided to follow his mentor from
15 college, Aldo Leopold, and raise his family on a farm. Aldo Leopold is a well-known
16 conservationist best known for his book, *Sand County Alamac*. Pepper, as everyone
17 including us kids called our Dad, helped build the cabin on the Wisconsin River featured in
18 the book. So, to my grand-parents chagrin, especially to my paternal grandfather who was a
19 famous surgeon, my parents brought a farm. My maternal grandmother wasn't too happy
20 either. She was Assistant Dean of Economics at the University. But to me, the farm – with
21 Pepper's tutelage – became a place of continuous revelation.
22

23 I must have been two or three when we moved on to the sixty-acre homestead with the
24 original wooden cook stove in the kitchen, a coal burning furnace in the dining room, and a
25 two-seater outhouse for plumbing. The cook stove was replaced, and a bathroom was built
26 upstairs, but the coal furnace always remained in the dining room. During the winter, Jack
27 Frost covered the inside of the upstairs windows where we slept with a thick layer of leafy
28 frost.

C) Memoir: Hell on Earth (As is Heaven)

1 During these early years on the farm, I was left largely to my own devices and freely roamed
2 around the farm with my older brother Steve, or as was most of the time, by myself. Animals
3 on the farm were always a source of curiosity. From the pigs we raised to Mike and Molly,
4 the family Irish Setters and later to Bart, a German Shepard, and Blackie, a Black Lab mix
5 who showed up one day as a stray. Several generations of cats came and went over the years
6 with each mother catching mice, chipmunks, and gophers to feed and to teach their kittens
7 how to hunt. And there were raccoons, deer, wood chucks and an occasional fox.

8
9 There was a connection to the weather and the four seasons that developed because how they
10 constantly affected daily life. Rain was not the sad metaphor of many a song, but meant life
11 for crops. Summer thunderstorms were exciting and winter blizzards were made for play.
12 Every spring we had hundreds of migrating geese, ducks, and even some brilliant white
13 swans stopping in our flooded fields. A neighbor once took us into the woods to show us a
14 newborn and spotted fawn in the brush – curled up motionless. Summer was the brilliant
15 green and life of growing crops. Fall was the harvest and the changing leaves foreshadowing
16 the shortened days of the coming silence of winter.

17
18 Months were not measured by a calendar, but by the seasons and the moon. Within each
19 season, one day was much the same as another. What did change from day to day, or should
20 I say from night to night, was the phase of the moon and its position in the sky. Each night
21 the moon changed its shape and would have moved a little further east against the brilliantly
22 lit up night sky amass with stars.

23
24 The indigenous people have a different and more personal relationship with the earth and
25 sky. They are Mother Earth and Father Sky. Maybe this relationship exists because they
26 listened and heard the voices of nature and knew and felt its presence. . . as I did. As I grew
27 up and became indoctrinated within the culture of a civilized society, my worlds collided –
28 leaving me imprisoned within the psychiatric wards and medicine of the advanced culture of
29 modern man.

(C) *Memoir: Hell on Earth (As is Heaven)*

1

2 **Knock-Knock:**

3 His world was green, vital, and alive with tall fox tail grasses growing in the pastures and
4 rows upon rows of corn in the fields vibrating with energy. Always barefoot, he now
5 carefully climbed the wire fence that held in the farm's Black Angus cattle. His mother
6 wanted to name him Angus, but the eventual decision was Andrew, or Andy for short. He
7 liked those big black cows and he learned that his name, Andrew Jackson, was special.

8

9 There was a special trick to climbing a fence barefoot and he had figured it out long ago.
10 The key was to put the wire just in the right spot on the ball of your foot. It also helped to
11 pull with your hands, again putting the wire in an especially thick part below the fingers.
12 Then you always climbed at a wooden fence post – not those skinny steel ones – because you
13 had to climb high enough and put both hands on top of the post. This allowed you to take all
14 the weight off your feet and swing them over the top of the fence. This was particularly
15 important if there was a strand of barb wire running along the top, which, since this fence had
16 to keep in some cattle, it did.

17

18 He was only 5 years old and the fence was very big. His efforts paid off as he was now lying
19 on his back, oblivious of the roaming cattle, on a little rounded knoll in the back-pasture
20 gazing at the white cotton clouds shifting and dancing across the bright blue summer's sky.
21 As the clouds appeared and rolled and churned within their bright blue canvas, he called out
22 the shapes that appeared before his gaze. A dragon with his fiery breath suddenly loomed
23 over the land. And then a mighty horse appeared, just over to the left of the dragon, running
24 to chase it down. There were many characters in the sky but after a while he grew tired of
25 this game and that is when he heard a voice.

26

27 "So, what do you want us to make?" he heard the clouds ask.

C) Memoir: Hell on Earth (As is Heaven)

1 He thought for a moment, pondering the question. “How about a teapot?” he replied thinking
2 nothing at all about being asked to alter the sky’s landscape. He then watched the clouds
3 grow here, and disappeared there, and with a twist and a churn right before his eyes, he saw a
4 teapot.

5
6 “How about a crocodile?” he exclaimed.

7 Again, the clouds started swirling and rolling around in no observable pattern. To any
8 passerby, it was a warm summer’s day with white fluffy clouds passing by. But as Andy
9 watched, he began to see a familiar shape as a crocodile appeared. It swam across the sky
10 with its gigantic jaws seizing upon a fish.

11
12 After a while, he got up, stretched his arms and legs and walked home without a second
13 thought about his artistic friends in the sky he had been playing with. He was hungry and
14 looming ahead was a fence to climb and his feet were bare and a thistle may appear from
15 nowhere. He turned his head for one last look; in the sky above his head, a Phoenix appeared
16 with his wings spread half way across the sky.

17

18 **Who’s There?**

19 It was a dark late September night without a cloud in the sky. Pepper was on his way to do
20 some last-minute inspection of the pig pens to make sure they were secure. Pigs were very
21 talented and strong and were quite capable of engineering an escape when it was least
22 expected. The stars were brilliant and the Milky Way with its light hue looked like a giant
23 stream meandering across the landscape. Andy had decided he was going out to join Pepper
24 on his late-night chores.

25

26 The night was cool and brisk and so Andy buttoned the top button on his green, wool Army
27 Surplus jacket. World War II had just ended a little over ten years ago and Pepper used the
28 extra surplus as a means to save money. Unfortunately for Mom, or Kathryn depending on
29 the situation, these were dress jackets and she had to sew in an extra button and hole to close

(C) *Memoir: Hell on Earth (As is Heaven)*

1 off the neck. Unfortunate for the three boys in the family, the wool was scratchy under the
2 chin and the jackets were short and cut off at the waste. There was always a cold gap
3 exposing the skin to minus twenty-degree temperatures and blowing snow in the winter.
4

5 As they walked between the barn and the tobacco shed, now laced with pig pens – growing
6 tobacco had once been very common on these old farms – Andy stretched and looked around
7 and found the Big Dipper through the leaves of a giant maple bordering the driveway. He
8 couldn't always find the North Star, but he knew where to look. Pepper had taught all the
9 kids how to line up the last two stars of the big dipper. The North Star was behind him and
10 so Andy knew they were headed South. But that was just a mental exercise because he
11 already knew how the farm laid out to the compass headings.
12

13 “Where are you going?” Andy asked his dad while trying to keep up with his long strides.
14

15 “I thought I would go out back and check out the corn.”
16

17 It was nearing the end of corn growing season. It was important for every farmer to go out
18 into the fields and husk out an ear or two of corn to see how kind the weather was that year.
19 A good season meant a little extra food for the animals that didn't need to bought at the local
20 feed store and a little extra change in the pocket. Andy was oblivious to the finances and
21 never became privy to them until Pepper died some fifty years later.
22

23 As they stood out beside the sow house, as the last little building was named, Pepper looked
24 up at the stars. Andy stared up with him in silence. There was something big, and huge, and
25 mysterious going on with all those stars way up there and Earth way down here floating like
26 a giant marble in space. It was a silent moment of reverence for some great unknown
27 vastness.
28

C) Memoir: Hell on Earth (As is Heaven)

1 “I wonder what is behind the stars?” he heard Pepper quietly speak as if he himself was in
2 some mysterious place.

3 “Behind the stars?” Andy thought to himself. “Behind the Stars?” Then it hit him like an
4 avalanche careening down the mountain. There was something behind the stars! He was
5 looking up at a wall, or a ceiling, or a floor, he didn’t know what. But he could feel
6 something beyond and behind.....the stars! It was the Universe. And... the Universe was
7 alive.

8

9 **Camelot:**

10 My parents love of nature and for each other was passed on to us kids with our many picnics
11 on the Wisconsin River and at Devil’s Lake, sailing with whales in the Sea of Cortez, the
12 many skiing trips to the mountains out west, and camping and canoe trips to the Boundary
13 Waters and Quetico Canoe Areas. During my seventh-grade year, they built a camper and
14 took us and our school books for three months of exploring the wester national parks, two
15 months of camping on Mexico’s Pacific shore and a month of skiing at Crested Butte,
16 Colorado.

17

18 But my father’s fortuitous years of abundant love, joy, and the unbridled emotions of his
19 youth were shattered with the suicidal deaths of his sisters and the brutal reality of WWII
20 training in the Tenth Mountain Division until an ulcer put a hole in his stomach. Even the
21 struggles, hardships, and unfamiliar challenges of his early years as a farmer lay cracks in his
22 self-esteem as a successful scholar and academic. These emotional chasms were passed onto
23 me by his absolute demand of obedience. The consequences of disobedience were clearly
24 demonstrated by my witness of his demonic anger while impaling a cat with a pitch fork that
25 mistakenly wandered into the basement of our farmhouse. The howls and screams of that
26 skewered cat in the violent convulsive pathos of its death haunt me to this day. Beneath my
27 father’s benevolent exterior laid a dormant volcano of unresolved nightmares ready to erupt
28 with uncontrollable anger. Survival became dependent on knowing not my own emotional
29 state, but his.

(C) *Memoir: Hell on Earth (As is Heaven)*

1

2 **Mania**

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

10 I listened to, and tried to make work, the ideas told to me by the many therapists,
11 psychologists, and psychiatrists in my life. It was not working for me. I could not make their
12 world of mental illness, hospitals and medications my life. I was not going to be able to keep
13 myself alive in this hell much longer... I did not know what to do. This usually meant a
14 brainstorm of negative thoughts which would escalate an emotionally negative situation
15 further along the downward spiral. Like a run-away train down a mountain, there is not
16 going to be a good outcome. Or, a brainstorm of positive thoughts which would escalate a
17 situation spiraling upward out of control into manic wonderland. Like, Icarus flying too
18 close to the sun, disaster ensued.

19

20 Mania, or depression was all internally suppressed until some constraining dam broke,
21 flooding my life with an uncontrollable swirl of unfathomable realities. I had been trained
22 not to complain about aches and pains. In the cold of winter growing up on a farm, chores
23 were to be done. Emotions, like frost bit fingers, if there wasn't a medical necessity and the
24 pain could be tolerated, keep quiet and do your job. I had broken my arm, dislocated my
25 wrist, broken my collarbone twice, stepped on nails that went through my foot, as well as
26 tolerating dozens of slivers imbedded into my hands and feet. I had learned to take my
27 frozen hands and run them under lukewarm water. When the severe pain stopped, they were
28 thawed out. Pain, physical or emotional, was a part of life. You tolerated it and kept

C) Memoir: Hell on Earth (As is Heaven)

1 working. Disobedience was not an option. That is life. My emotional pain was
2 inconsequential and to be tolerated – or so I thought.

3
4 My hospitalizations were for psychotic-mania. My depression symptoms were ignored,
5 except one time around 1988 when I was in grad school for my first Master’s in Industrial
6 Management Technology from the UW-Stout, Menominee, WI. I told my psychiatrist that I
7 was having a particularly hard time in a relationship and could he give me something. A
8 week later, I “awoke” from another black out period. I was in a classroom with the teacher
9 handing back tests, including mine. I have no recollection of going to classes, taking this test
10 or anything else over the previous week.

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

18
19 My basic medications were Tegretol and Klonopin. I can’t remember the others except I was
20 first given lithium. I quit taking it because of the side effects and ended up going psychotic.
21 Another drug, Haloperidol, I called “the death drug” because of its horrendous side effects.
22 If I felt I was going manic or psychotic, I would take some and “die” in pain for a day or two.
23 The misery it caused was almost unbearable, but it kept me out of the hospital (most of the
24 time). Other times, I just went psychotic. Hell is hell.

25 Most often my ‘black out’ periods were affiliated with a manic episode. Around 1989 I
26 “awoke” once in a hospital and wondered how I got here. The caregiver said I had gone up
27 to a police car and told them that “my friend” needed help. “My friend” turned out to be a
28 garbage can. During other psychotic-manic episodes I would remember events up to

(C) Memoir: Hell on Earth (As is Heaven)

1 hospitalization and then lose a few days to blackout periods. I once “awoke” at a table in a
 2 mental hospital. The nurse gave me a pack of Camel-strights, the cigarette my mom
 3 smoked on the farm. Apparently, I now smoked and went outside with the others to have my
 4 “first” cigarette.

5 Another time, in 1990, I “awoke” with my mother in a drug store. Somehow, I was now in
 6 Madison, WI, 200 miles from UW-Stout where I had just finished my second master in Tech
 7 Education. We were getting my prescriptions refilled. I carefully started probing about the
 8 circumstances. I was on my way to teach industrial management in Xianyang, China. I have
 9 no idea of how many days or even weeks had gone by. Apparently, I had “lost” about 10
 10 months of meds for my trip. We got my meds refilled and the very next day I was on my
 11 way to China.

12

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

20

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

22

High Desert Pilgrimage

24 Call it chance, call it luck, call it what you will.... I left my job as quality manager and
 25 followed my wife, a first-generation Chinese from Rio de Janerio, to El Paso, TX where she
 26 had gotten a “better job”. Everything kept getting worse. I was ready to die when, through
 27 the power and strength of my wife, I met 3 key *healers* who reintroduced me to a long, lost
 28 stranger, my joyous self.

C) *Memoir: Hell on Earth (As is Heaven)*

1

2 Sharon, my new therapist, found my descriptions of my psychotic episodes hilariously funny
3 and she created a path for me to join her in her laughter. We both had a good laugh when I
4 described the time, I brought the police over to my friend who was in trouble and he turned
5 out to be a garbage can. She gave me a task, “Can you find something for yourself, today,
6 under these miserable conditions, that will make you feel a little better, make you feel a little
7 less pain? Can you do something for yourself today? And can you do it again the next day?
8 And the next?” From then on, I made the time to bathe in the sun’s light while floating on
9 the water of our apartment’s swimming pool. Drifting with my face mask and snorkel, I just
10 stared at the flickering shadows at the bottom of the pool. She had skillfully led me away
11 from depression’s suffocating grasp and onto a path of self-empowering hope. She called it
12 Neuro-Linguistics Programing (NLP) and Centerness Therapy. She saved my life. I call it a
13 miracle.

14 Another person who taught self-empowerment through joy was Esther and her inner circle of
15 friends called Abraham. They introduced me to the power of my inner guidance through
16 listening to my emotions. They spoke of *emotional guidance* as the key to my inner strength
17 and power and connection to my inner-being. As a cognitive-emotional cripple, I did use my
18 emotions to guide me to a place of respect, of honor, wealth, justice and freedom.

19

20 Then I met the “Salsa Doctor,” so called because he played in a salsa band in Ciudad Juarez.
21 Like a hamster running nowhere on a wheel in a cage, I was caught in an endless loop of
22 being drugged when on medications and going psychotic when off medications. He actually
23 worked with the idea that I could get better. As I gained more control of my psychotic mind
24 through the guidance and power of my emotions, I needed less invasive medications.

25

26 It was 1992 and I was in the high deserts of El Paso, TX, when I initiated my “Program to
27 Freedom” (in deference to Fort Bliss). I was betting my life that on a new idea that came to
28 me. For over a decade all my psychiatrists told me I had a bio-chemical “imbalance. If I was

(C) *Memoir: Hell on Earth (As is Heaven)*

1 depressed, manic, or psychotic and I had a chemical imbalance, then when I felt better would
2 my *chemical imbalance* be more of a *chemical in-balance*? That is, in the times when I felt a
3 little better, or actually less bad, was my biochemistry also a little better? I became my own
4 lab-rat.

5 Every time I had previously stopped taking my medications, I eventually went psychotic,
6 only to prove my doctors and parents right, that mental illness was a lifetime sentence and a
7 lifetime of medications. I always felt they were wrong and this time I was going to prove it. I
8 worked very hard over these next few years to change my mental-emotional state to change
9 improve my bio-chemistry.

10 I started applying an idea of using my emotions to guide my behavior, especially to guide my
11 mental behavior of what I was thinking, dreaming, imagining or even contemplating. It was
12 obvious to me that my emotions correlated to my mental activities. I was betting that these
13 cognitive activities also correlated with my bio-chemistry. I began to use my emotions to
14 guide my mental activities to improve my “bio-chemical imbalances.” If a thought brought
15 about an emotionally negative response, I would make attempts to “eliminate the negative.”
16 If a thought brought about an emotionally positive response, I would make attempts to
17 “accentuate the positive.” I was becoming more confident with the success of my “Program
18 to Freedom” and its path to my recovery.

19

20 I must admit that 1995 was not a good year. A couple of manic episodes ended up in the
21 mental hospital and the last one ended up in jail with my wife asking for a divorce. I
22 understood completely and I was very sorry I couldn’t be the person she married. That
23 person was alive because of the medications he took but he was also dying because of those
24 same drugs.

25 By the end of 1995 I had again stopped taking any medications though I still depended on
26 cigarettes to ease my turbulent mind. I was rolling my own...Bugle Boy tobacco. I couldn’t

C) Memoir: Hell on Earth (As is Heaven)

1 afford the commercial variety. I started to go a “little” manic and was spending my nights
2 walking the desert mountains around El Paso. I emptied a 2gal coffee maker daily trying to
3 keep up with my mania. Eventually I came down, though with a couple more tattoos, but I
4 was able to stay sane enough to stay out of the hospital. That was my last manic episode. I
5 stopped taking my meds, permanently. In 1996, I saw my last psychiatrist.

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

13 **Homeward Bound**

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

22 My first psychotic episode was in 1979. Because I always felt psychological and psychiatric
23 “science” was wrong, I was on my own. I was exploring unheard of territory, a territory
24 forbidden to me by an industry dependent on medicating mental illness and my well-meaning
25 family who would not listen to my “insanity”. After over a decade of “their insanity”, in
26 1992 I began attempts to change my bio-chemical balance by correlating my emotions with
27 my bio-chemistry. It took me four years to “regain” some semblance of mental-emotional

(C) *Memoir: Hell on Earth (As is Heaven)*

1 health and well-being. After four more years of “stability”, it took several more years to stop
2 using tobacco as a crutch. That was an acceptable transition for me.

3
4 It is now 2019; I am happily remarried, retired from mechanical engineering and living a
5 good life...sailing with friends in the summer, football game parties in the fall, winter skiing
6 trips with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing
7 flips and ‘helicopters’ off any little mogul) and with spring as a time of earth’s great green
8 revival from a winter of sleep reminding me of my youth on the farm.

9
10 **Plato’s Cave**

11 I believe I can now relate to others my experiences that resulted in leaving the endless ideas,
12 theories, paradigms and beliefs of the mental illness industry behind. I now live and believe
13 in mental health and well-being. I work at mental health every day. Mental wellness is no
14 longer a mystery to me and I wish to share the many ideas I used to bring my life back to the
15 living. I

16 wish to explain the methods I used, and that everyone can use to improve their mental and
17 emotional well-being.

18
19 For the past fifteen years I have been working on a paper explaining my return to well-being.
20 I have written and re-written this paper 100’s of times. These ideas have now evolved into a
21 psychology of their own.... Symbiotic Psychology. The book is “*Symbiotic Psychology: The*
22 *Synergy Between Mind, Body, Emotions and Consciousness*” and presents a scientific
23 argument and logic identifying where the mental health academia has gone wrong.

24
25 There is a correlative relationship between cognition, emotions, and biology, but instead of
26 emotions changing the body’s biology as modern psychological theory professes, emotions
27 are a sensory awareness of the biological states/changed precipitated by cognitive activities.
28 The world that erupts with this paradigm change presents an idea of self-empowerment
29 where anyone, with diligent awareness to their own emotional guidance, can better their lives

C) *Memoir: Hell on Earth (As is Heaven)*

1 with greater mental and physical health, well-being, and prosperity. And for the
2 cognitive/emotionally injured, there is a path out of hell to a life of wellness and well-being
3 free from doctors, therapists and medications. The book is laid out as a website for anyone to
4 use on <https://sybioticpsychology.com/> where the book can also be downloaded as a PDF.

5 Over the last year, I sent emails to over 18,000 individuals within the university academia
6 around the world explaining the flaws and dangers of current psychological emotional
7 theory. They have yet to understand; one day they will hear.

8

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

12

13 Andrew Jackson

14 Rev2019-10-20b



(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 emotion, 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/physiological events that change (d) the
17 biochemistry throughout the body. It is these biochemical/physiological changes that are then
18 perceived. We call these perceptions... (e) emotions.

19
20 Cognition (a) causes biochemical/physiological activity (d) that we perceive as emotions (e).
21 The emotions that we feel (e) are the result of cognitive activities (a), not the cause of them.
22 The illusion of emotions is that emotions drive the mind. Humanity is ready to accept the
23 understanding that emotions do not precede cognition. Cognition, or the mental acts of
24 knowing, come first. Even if emotions are first realized before any mental activity is
25 acknowledged and *it seems* as if emotions are driving thoughts and activities, this is not the
26 case. Failure to recognize cognitive activity before emotional activity only indicates the lack
27 of attention being given to the thoughts and ideas being generated within the mind.
28 Therefore, as the mind can have destructive and aberrant cognitive activities, it is the resultant
29 emotions which are giving their creator key knowledge, understandings, and insight into these

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

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

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

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

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

23
24 Andrew Jackson

25 2018-11-28



(E) Revision Table

- 27. 2018-03-21: complete rewrite, changed name to "Symbiotic Psychology"**
28. 2018-03-27a: added the Three Postulates of Symbiotic Psychology
29. 2018-03-27b: reformatted paper
30. 2018-04-01a-c: more general editing
31. 2018-07-10a-b: general rewriting and editing, Sections 1-6
32. 2018-09-19a: removed "Be Your Own Super Hero" essay, reworked Abstract 1.0, some general editing
33. 2018-09-24 a-c: re-added "Be Your Own Super Hero" essay, also re-edited in 'reptilian and mammalian modes of flight, fright, or freeze'
34. 2018-09-26a: changed wording in abstract; substituted "F" with a representation of reality
35. 2018-11-19a: re-added "Be Your Own Super Hero" essay, added Preface, Contents
35. 2018-11-22a: edited a couple words in Preface
36. 2018-12-05a-c: added Section 9.0 and Appendix: Hell on Earth (As Is Heaven): My Story, A Cognitive Reconstruction Between Emotions and Meditation
37. 2018-12-08a: rewrote Section 9.0
38. 2018-12-10a: edited 4 Postulates
39. 2018-12-30a, b: re-edited whole paper
40. 2019-01-21a: final edit
41. 2019-02-17: rewrote Section 7.6 The Wisdom of a Champion: Let Joy Reign
42. 2019-02-22: reorganized Section 7.6 The Wisdom of a Champion: Let Joy Reign
43. 2019-03-06: added Neuro-Linguistics-Programing and Centerness Therapy to appendix, *My Story*

(E) Revision Table

- 44: 2019-03-18: added " or ignored" to phrase in Section 6.2 Masking Neurological Processes
- 45: 2019-03-24a: added Emotions: The Linguistics of Science and Shakespeare
- 46: 2019-03-31a: Section 6.1 added "...any attempt to understand and effect the internal human environment....."
- 47: 2019-03-03a: moved Escape from Alcatraz from Appendix to 4th letter, Dear Researchers.
- 48: 2019-04-04a: added "any attempt to understand and affect..." to Dear Researcher Letter. plus added to nature of emotions- 'and their biology'.
- 49: 2019-04-08a: added "to Walk within God is to Walk within Joy".
- 50: 2019-04-10a, b, c: added "and cognition" to "Dear Researchers" intro and "decisions made" after "deliberations". Changed "Super Hero" to Superhero and "Tool Kit" to toolkit.
- 51: 2019-04-13a: added "and within any Evidence Based Interventions (EBI) based on a cognitive-emotional correlation." in Shakespeare letter
- 52: 2019-04-13b, c: "super-hero" to superhero; section 3.0: "Or" to or.
- 53: 2019-04-21a: added subsection: "7.2 Trauma and Addiction Corrupting the Cognitive-Emotional Relationship"
- 54: 2019-05-01a: added letter: "Dear School Board Member"
- 55: 2019-05-08a: added letter: "Dear Athlete", reformatted book by adding "Parts 1, 2, 3"
- 56: 2019-05-10a-b: edited beginning of "Dear Researcher" letter. edited "Dear Board of Education" letter
- 57: 2019-05-14a: edited "Dear Athlete" letter.
- 58: 2019-05-20b: added "Dear Student" letter
- 59: 2019-05-21a: edited "Dear Student" letter
- 60: 2019-07-16a: edited "Dear Student" and "Dear Athlete letters"; added "Do not fixate...."
- 61: 2019-07-18a: edited Table of Contents

(E) Revision Table

- 62: 2019-07-19a: edited "Dear Student"
- 63: 2019-07-24a: general editing/cleaning up
- 64: 2019-08-04a: Added letter "Dear Friend"/added 5th Postulate: "Intention Calibrates Emotional Guidance" and follow-up.
- 65: 2019-08-06a: Renamed 5th Postulate: "Intent Gives Definition to Emotional Guidance" and refined its meaning
- 66: 2019-08-09a: general editing
- 67: 2019-08-15a: rewrote "Dear Board of Education"
- 68: 2019-08-17a, b: edited "Dear Board of Education"
- 69: 2019-08-29a: reordered "Letters"
- 70: 2019-10-10a: added "Public Awareness Announcement"
- 71: 2019-10-10b: Changed "My Story" to "Memoir" and added the farm life
- 72: 2019-10-20a, b: Edited PHAA and Memoir; added *Forward*
- 73: 2019-10-20c: edited PHAA
- 74: 2019-10-23a: edited PHAA
- 74: 2019-10-28a: edited PHAA
- 75: 2019-11-10a: added "Dear Scientific Community"; general editing all around
- 76: 2019-11-10b, c, d: edited "Dear Scientific Community"
- 77: 2019-11-20a: changed; "neuro-networks/circuits" to neural networks/circuits and physiological biochemistry to biochemical physiology
- 78: 2019-11-23a, b: added letters: "To Human Rights Activists", "To Neuroimaging Researchers"; changed "Scientific Community" to "To Psychology/Linguistic Communities".
- 79: 2019-11-26a: edited "To Neuroimaging Researchers"

(E) Revision Table

- 80: 2019-11-26b, c: some general editing
- 81: 2019-12-05a: changed physiological biochemistry to biochemical physiology. Edited "Emotion/Feeling" definition. General editing.
- 82: 2020-01-17a: added "Dear Psychological and Internal Medicine Communities." Edited Section 7.2 Trauma and Addiction.
- 83: 2020-01-23a: Edited "Emotion and Feeling" definition
- 84: 2020-01-25a: general reformatting, removed "Perceived" from defining emotions as a "perceived effect"
- 85: 2020-02-28a: Added "Emotional Guidance Theory: Cognition as Cause and Emotions as Effect" and changed title of "Emotion and Feeling" definition to "Emotional Guidance Theory".
- 86: 2020-02-28b: edited "Dear Athlete"
- 87: 2020-03-12a: find and change; "biochemical and physiological" to "biochemical/physiological" or to a "biochemical physiology"; added revision table
- 88: 2020-03-17a: added table and feeling good/bad significance to Emotion Guidance Theory
- 89: 2020-03-20a: edited Emotion Guidance Theory flow chart and text
- 90: 2020-03-21a: edited Emotion Guidance Theory flow chart
- 91: 2020-04-02a: rewrote Section 8: "Cognitive Emotional Therapy"
- 92: 2020-04-12a: re-wrote parts and added to "Emotional Guidance Theory"
- 93: 2020-04-15a: reformatted, added/edited to "Emotional Guidance Theory", removed "said-same" from sentence structures.
- 94: 2020-04-22a: reformatted, added/edited to "Emotional Guidance Theory"
- 95: 2020-04-26a: added Gross's Cognitive control processes to EGT Process Flow Chart
- 96: 2020-05-20a: changed "Emotional Guidance Theory" to "Emotion-as-Effect Theory" – copyright issues." Added to and edited "Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Regulation.

(E) Revision Table

97: 2020-05-20b: simple word edit in Emotions-as-Effect Theory

98: 2020-06-22a: inserted photo and bio-blurb on back page

99: 2020-07-01a: replaced Emotions-as-Effect Theory rev20-06-22a with edited (AJE) rev20-07-01a

Emotions as used in science are both causal to biological change and the effect of the same biological change. This is not science.

Since I began voicing my concerns over psychological and pharmaceutical therapeutic methodologies erroneously based within causal aberrant and destructive emotions, 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 that are oblivious to emotions' evolutionary design and that are fostering all of these atrocities. Lack of true academic questioning and review of psychological and pharmaceutical emotional theory is a true crime against humanity.

The “science” of emotional regulation kept me imprisoned in a living hell.

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.

The “logic” of cognitive regulation through emotional guidance set me free.



Andrew O. Jackson suffered from psychotic mania and suicidal depression and was in and out of mental hospitals from 1979-1996. Once after another “blackout” period he “awoke” in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His “friend” was a trash can. Around 1992 in a moment of inspiration that has now led to his emotions-as-effect theory, he began a self-directed healing program using his emotions as feedback on his biochemical, neurological, and physiological state of being. After a couple more psychotic trips, one that landed him in El Paso county jail and a demand for a divorce from his first wife, he saw his last psychiatrist in 1996. He is now happily remarried and retired from mechanical engineering. Since 2005 he has been writing to academics around the world advancing a new emotional paradigm that defines cognition as causal to and emotions as an effect of biochemical, neurological, and physiological states of being. Emotions, instead of being regulated by cognitive behavior, are used to guide cognitive behavior for the health, well-being, and prosperity of the individual.
