

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

(rev2020-08-06a)



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 O. Jackson

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

Symbiotic Psychology:

The Synergy Between Mind, Body, Emotions, and Consciousness

(rev 2020-08-06a)

Andrew O. Jackson

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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

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 rather lies within another Universe that surrounds us – known only through its quiet revelations.

Dedications and Acknowledgements

Mr. Abraham, De Forest H.S. agriculture teacher.... a greatest of teachers

Madeline H.....a teacher of knowledge and wisdom

Fa. Jerry..... a wise man

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William A, aka Wild Bill..... gate keeper

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My Hindu family of teachers....Namaste

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Jen and their “memoir therapy” writing class

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 blacked out and awoke in a padded cell. They doped me on medications, and I spent every minute, hour, and day endlessly walking the hospital halls. When I was released, every night I roamed the deserts around El Paso until I ended up in jail, beaten and bruised but still picking a fight with the largest man in the cell. My wife demanded a divorce. A voice wanted me to stay alive and continue my madness in hell. I said, "I can."

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?

If evidence-based practices (EBP) 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 falsely founded in an illusionary cognitive construct of the mind called “emotional dysregulation” then what is all their research proving?

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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 biofeedback system.

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

1 **Abstract**

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

22
23 *Keywords:* cognition; evolution; emotional regulation; linguistics; well-being

1 ***Emotions-as-effect Theory: The Linguistic Semantics of***
2 ***Emotional vs. Cognitive Regulation***
3

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

17 The term “emotion” is a misleading linguistic cognitive construct of a civilized,
18 literary, and religious humanity (Bavin, 2012; Noss & Grangaard, 2008) that has caused
19 psychological theory to ignore the dynamic relationship between cognition and emotion
20 within the context of emotion's evolutionary function to modulate cognitive re-processing
21 activities. Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights*
22 *from the Frontier of Evolutionary Psychiatry* (2019. New York, NY: Allan Lane), “Why did
23 natural selection leave us so vulnerable to so many mental disorders?” The short answer is
24 that evolution didn't; civilized man did.

25 When the neurolinguistic cognitive construct of emotions (Friederici, 2012; Ingram,
26 2007) used in religion and literature was created and included both (1) the causal cognitive
27 activities of emotion that change the brain and body's neurology and biochemical physiology
28 (Maletic & Raison, 2017) and (2) the perceived effect of these same biological changes

Cognition as Casual: Emotions as Effect

1 literature and religion, but it is not appropriate for evolutionary biology and linguistic
2 science, which must reconstruct an appropriate definition.

3 2) Emotions-as-effect theory uses the principles of evolution to understand and to define
4 emotions as the good- and bad-feeling perception of neurological and biological
5 changes within the brain and body precipitated by cognitive activities stimulating an
6 “emotional” neurology. This “emotional neurology” is not emotions but rather the
7 neurology that activates the changes in neurological and biochemical physiology of
8 the brain and body that are then perceived as emotions.

9 3) Evidence-based practices such as cognitive behavior therapy (CBT), eye movement
10 desensitization and reprocessing (EMDR) with its theory of adaptive information
11 processing (AIP), forgiveness therapy, mindfulness, positive psychology, and
12 interpersonal psychotherapy are all founded on the notion of changing cognitive
13 activities. Cognitive activities are ultimately evaluated by the existence of good- or
14 bad-feeling emotions. This is the use of emotions-as-effect theory.

15 4) Recognizing emotions-as-effect theory within modern evidence-based practices will
16 improve their efficacy because emotions can be re-entrusted with their evolutionary
17 role.

18 5) Evolution has orchestrated, biologically speaking, a morality in which what feels
19 good is good and what feels bad is bad. Now, humanity must nurture new algorithms
20 that pivot emotionally negative cognitive activities onto emotionally positive
21 cognitive activities that reflect a healthy biology and compassion and respect for the
22 self and others.

Definition Notes

24 1) “Cognition” addresses the processes of knowing and awareness, such as perceiving,
25 conceiving, remembering, reasoning, judging, imagining, and problem solving (APA,
26 2020), where understanding and comprehension can project future consequences and
27 events.

28 2) “Emotional valance” is not used because in the definition, “...the value associated
29 with a stimulus as expressed on a continuum from pleasant to unpleasant or from
30 attractive to aversive...” (APA, 2020), “stimulus” lacks definition and typically refers

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

3 3) The “somatosensory system” is “the parts of the nervous system that serve perception
4 of touch, vibration, pain and temperature” (APA, 2020) and does not incorporate the
5 perception of emotional feelings within the brain and body.

6 4) The relationships between emotions and emotional valance, arousal, and behavior
7 cannot be discussed or understood until a scientific understanding of emotions as an
8 effect of neurological and biological changes in the brain and body precipitated by
9 causal cognitive activities is achieved.

10 5) “Neurolinguistic cognitive construct” suggests that a word and its defining cognitive
11 construct – such as emotion, with its properties of (1) causality to biological change
12 and the (2) effect of the same biological change – have been so woven into the fabric
13 of the mind that this cognitive construct is a neurological aspect of the brain
14 (Costandi, 2016).

15 6) James Gross's process model of emotional regulation defines five steps towards
16 emotional generation, where each step is a “potential target for regulation”: situation
17 selection, situation modification, attentional deployment, cognitive change, and
18 response modification (Gross, 2014). Emotions-as-effect theory uses these steps as
19 potential targets for “re-processing” cognitive activities to generate new biological
20 conditions and states that are then perceived as new emotions.

21 **Background: Emotions as Causal to Biological Change**

22 Professor Antonio Damasio sets up the modern psychological theory of emotions at
23 the beginning of his book, *The Feeling of What Happens: Body and Emotion in the Making*
24 *of Consciousness* (Damasio, 1999). Paraphrased, he has (1st) “emotions induced in the brain”,
25 (2nd) “consequent bodily changes” and (3rd) “feeling could become *known* to the organism
26 having the emotion.” He defines emotions as causal to the biological changes that a person
27 then feels as emotions; that is, emotions are both cause and effect.

28 James Gross illustrates in his modal model of emotional generation that emotions are
29 a “response” to the cognitive activities of attention to and appraisal of a situation, “e.g., a
30 snake slithering into my tent”. When such moments lead to emotions that are of the wrong

Cognition as Casual: Emotions as Effect

1 type, intensity, or duration for a given situation, we may try to regulate our emotions
 2 (paraphrased). “This fundamental insight – that emotions can and should be regulated in
 3 certain situations – is well represented over the centuries...” (Gross, 2014)

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

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

Emotions in Science, Literature, and Religion

18 Emotions are perceived in science (Davidson & Begley, 2012) literature (Homer,
 19 800-700/2009) and religion (Goleman, 2003) as potentially aberrant and destructive and in
 20 need of management and control even with the use of pharmaceuticals, because emotions are
 21 understood and defined as causal to neurological and biological changes that can have a great
 22 effect on driving behavior (Barlow, 2014). The mind neurolinguistically combines (1) the
 23 cognitive activities of awareness, (2) the changes in the body/brain’s neurology and biology,
 24 (3) the feelings and perceptions of these same changes in the body/brain’s neurology and
 25 biology, and (4) the outward behavior into (5) one cognitive construct called emotions
 26 (Tomasello, 2005). Within religion and literature, this confusion only adds to the color and
 27 mystery of their dissertations, but within science, this muddle is unacceptable.

28 If emotions are causal to neurological and biological changes in the body and brain,
 29 then what term does a professor of psychological science use when discussing the good- and
 30 bad-feeling effects of these same neurological and biological changes that a person feels and

1 perceives? The overwhelmingly commonly used and neurolinguistically programmed
2 terminology is emotions.

3 But then what of the perceived causal nature of emotions? Is it reasonable for
4 psychology as a science to use the same terminology as both causal to biological change and
5 the effect of this same biological change? This is not science. One word, emotions cannot be
6 defined as both the cause of neurological and biological change and the perceptual awareness
7 of the same neurological and biological change.

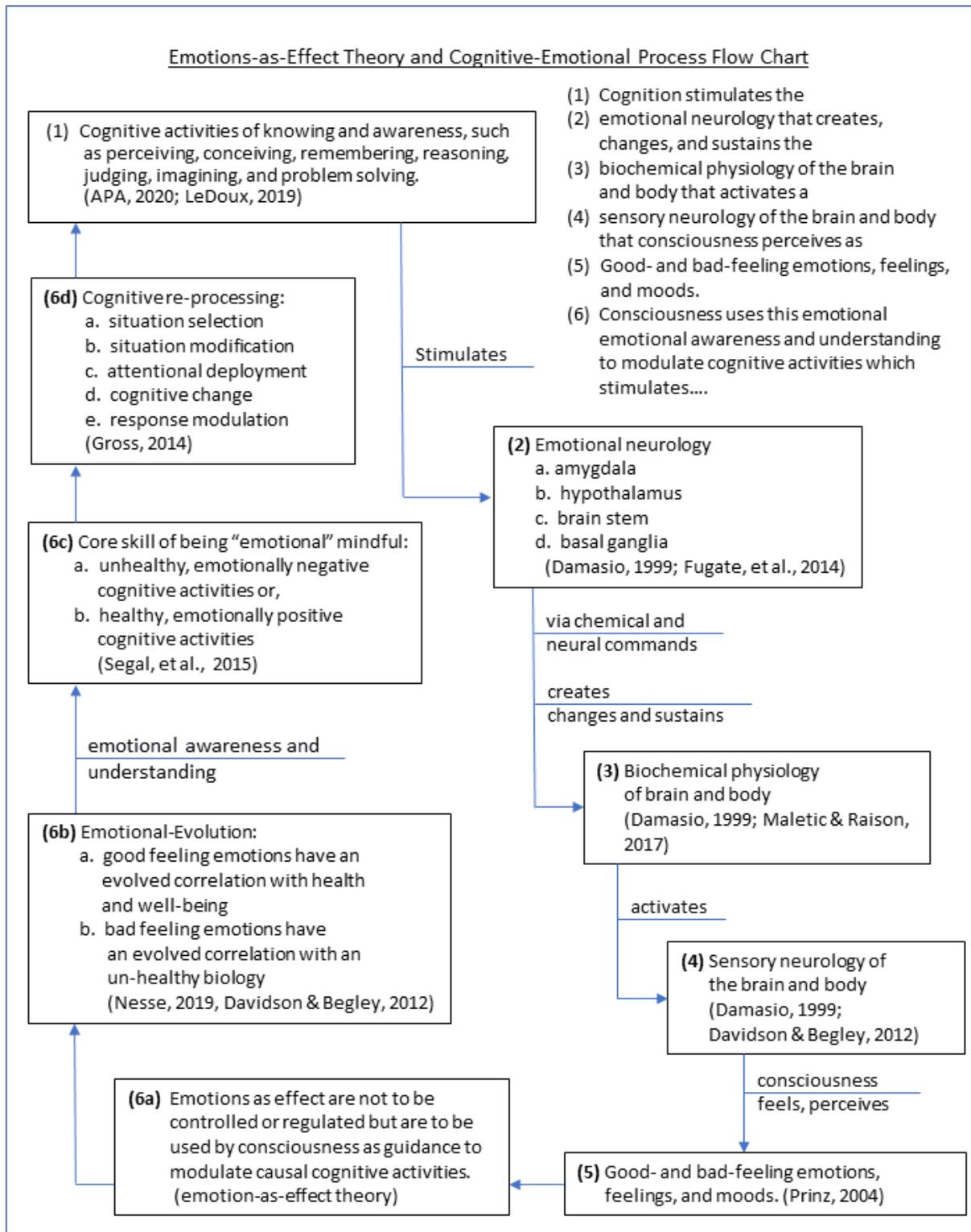
8 **Defining Emotion as Effect Only**

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

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

24 Can science retain the definition of emotions as the perceived effect of neurological
25 and biological changes in the brain and body that consciousness feels or perceives and not
26 define emotions as causal to these same changes in neurology and biology? This runs counter
27 to thousands of years of neurolinguistic programming of a cognitive construct that says
28 emotions are causal to neurological and biological changes that drive behavior (Homer, 800-
29 700/2009). Scientific emotional terminology (Ekman & Davidson, 1994) cannot be used as

Cognition as Casual: Emotions as Effect



1

2 **Figure 1** *Cognitive-Emotional Process Flow Chart*

Cognition as Casual: Emotions as Effect

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

9 These definitions differ from today’s contemporary academic psychology, where
 10 emotions are defined as both causal to and the effect of neurological and biological changes
 11 within the brain and body. In emotions-as-effect theory, emotions are defined as the good-
 12 and bad-feeling perceptual awareness of these same neurological and biological changes that
 13 are precipitated by cognition. This is not a 3000-year-old neurolinguistic emotional construct
 14 as used in religion (Noss & Grangaard, 2008) and literature such as Homer’s Iliad (Homer,
 15 800-700/2009). This is science. A person driven by anger, jealousy, or greed may be
 16 emotionally driven in a movie or book, but in science, these neurologically and biologically
 17 induced states would be a product of cognitive activities. The significance of teaching a
 18 scientific definition and understanding of emotions – separate from the literary and religious
 19 conceptualization – in our educational institutions cannot be overestimated.

20 A person is not emotionally out of control but cognitively out of control. A person is
 21 not suffering from depression because of an emotional disorder and in need of emotional
 22 regulation but rather is suffering because of science’s linguistic confusion of how emotions
 23 have evolved to guide cognitive activities. He/she has a cognitive disorder and is in need of
 24 cognitive rehabilitation to develop the abilities and skills necessary to self-manipulate his/her
 25 own cognitive activities. (Note: illness and disease that affect emotional biology is another
 26 discussion.) Emotions are the good- and bad-feeling perception of neurological and
 27 biological changes precipitated by cognition. Cognition initiates or is causal to the changes in
 28 neurology and biology that are then perceived as good – or bad – feeling emotions. As such,
 29 emotions may be used as a natural emotional biofeedback mechanism and may aid in guiding

1 the individual away from aberrant and destructive cognitive behavior and towards behavior
2 that promotes personal health, wealth, and well-being.

3 **The Illusion of Emotions as Aberrant and Destructive**

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

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

19 Emotions are the effect of causal cognitive activity. It is cognitive activity that can be
20 destructive and aberrant. Emotions are but a reflection of that activity. Most importantly,
21 emotions can be used to understand, guide, reframe, and refine emotional and biological
22 negative cognitive activity into emotional and biological positive cognitive activity. The vast
23 array and classification of emotional disorders including somatic disorders, dissociative
24 disorders and borderline personality disorder, which can also be conceptualized as disorders
25 of extreme emotional dysregulation (Payne, et al., 2014), further disinherit emotions’
26 evolutionary role in regulating cognitive behavior.

27 Cognitive therapy for depression that concentrates on identifying and modifying
28 maladaptive “core schemas” is a Socratic questioning style (Young, et al., 2014) that
29 overshadows a very simple, self-directed, self-aware style where the very existence of
30 positive or negative feeling emotions, feelings, or moods themselves directly signal the

1 existence of maladaptive thoughts and behaviors. The issue is not to “make progress on
 2 short-term goals regardless of how the client is feeling,” (Young, et al., 2014) but rather to
 3 re-process cognitive activities towards better feeling thoughts and possible behaviors before
 4 taking any action. The roots of bipolar disorder (Miklowitz, 2014), schizophrenia and other
 5 psychotic disorders (Terrier & Taylor, 2014) can be a complete dissociation from
 6 evolutionary emotional regulatory centers of the brain that modulate cognitive activities.
 7 Although this is only hypothetic and needs research, the concept itself only becomes viable
 8 when understanding and accepting emotions’ evolutionary role in regulating rather than to be
 9 regulated.

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

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

- 16 (1) If feeling good correlates with a well-balanced and physiologically vital body, then
 17 feeling good while climbing a tree to gather food or while balancing on slippery rocks
 18 in a rushing stream to fish may not be hazardous. However, if feeling good were to
 19 correlate with a weakened and lethargic physiology/biochemistry, such challenging
 20 actions would tend to be deadly. Such a false-positive correlation between emotions
 21 and a vital biochemical physiology would be disadvantageous to survival.
- 22 (2) How would a genetic line survive if feeling good correlated with (1) a cognitive
 23 knowing of strength, vigor, and adeptness and (2) an actuality of weakness and
 24 ineptitude? Such a correlation has limited survivability when climbing trees or
 25 foraging across the savannahs in search of food or, in a modern example, when in an
 26 inebriated state, a person confidently gets behind the wheel of a car to navigate
 27 through rush hour traffic. Where is the motivation to act when there is an actuality of
 28 vitality, vigor and strength, but emotionally, there is a feeling of illness, lethargy and
 29 weakness? It is logical to conclude that, evolutionarily speaking, feeling good

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

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

10 Therefore, there is a natural correlation between feeling good with healthy
11 physiological behavior and the way the body functions.

12 From an evolutionary perspective, feeling good means there is a positive correlation
13 between the neural networks that activate (1) a cognitive awareness of strength, vigor, and
14 well-being, (2) an actualization of a physiology of strength, vigor and well-being, and (3) the
15 neural networks associated with the emotions of pleasure. The biochemical physiology of the
16 individual, both at the molecular level and the neural network level, must sustain the
17 correlations among (1) the cognitive knowing of, (2) the actualization of, and (3) the feeling
18 of strength, vigor and well-being and (4) the emotions of feeling good. Simply put, if these
19 correlations did not exist in this way, a person would have a low probability of survival.

20 **Cognitive Imagination and Evolution**

21 How would a genetic line survive (1) if the body's need for water did not stimulate
22 the mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated
23 with negative emotions? If the body needs water, this need must correlate with the mental act
24 of imagining water and with positive emotions associated with finding and drinking water.
25 That is, there is a correlation between imagining the necessities of life and positive emotions.
26 If, instead, there was a correlation such that the imagery of food, water, and shelter brought
27 about negative emotions, then these basics of life would be avoided, leading to an
28 evolutionary dead end. Therefore, for the survival of the species, there must be an evolved
29 correlation between (a) the evolved neural networks of the cognitive brain of imagination
30 and (b) the neural networks of the emotional system such that it (c) feels good when (d) the

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1 individual's imagination dwells upon the presence of the food, water, and shelter, which (e)
2 is wanted and desired by the body in order to survive.

3 A person dwelling upon the presence of that which is wanted triggers a healthy
4 biochemical physiology within the brain and body which activates an emotionally positive
5 neural network. A person dwelling upon the lack of that which is wanted triggers an
6 unhealthy biochemical physiology within the brain and body that activates an emotionally
7 negative neural network.

8 How would a genetic line survive if the idea of *not* obtaining food, water, and shelter
9 correlated with feeling good? Or, how would a person (and his or her genetic lineage)
10 survive if cognitive imagery dwelt upon that which is not wanted and this mental activity did
11 not correlate with negative emotions? A person dwelling upon that which is not wanted
12 triggers an unhealthy biochemical physiology within the body that activates an emotionally
13 negative neural network perceived by consciousness. There must have been an evolutionary
14 development that resulted in these correlations or we would not have survived as a species.

Cognitive Regulation through Emotional Awareness

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

21 When factoring in evolution, the emotional perception of biochemical/physiological
22 states of the body becomes an integral part of the brain's neural network to maintain the
23 body's health, strength and vigor. Emotions bring another attribute of awareness to a
24 person's consciousness regarding the nature of his or her cognitive and physical activities.
25 For simplicity, emotions, moods, and feelings can be divided into two areas of awareness:
26 emotions, moods, and feelings that feel good and emotions, moods, and feelings that feel
27 bad.

28 Because of these evolved mind/body/emotion/consciousness correlations, feeling
29 good or feeling bad has a significant meaning for the biological health of an individual. The
30 perception of positive emotions, moods, and feelings signifies cognitive activities that

1 correlate with a physiology pertaining to strength, vigor, and adeptness. The perception of
2 negative emotions is a warning signal that the continuation of such cognitive activities will
3 have a negative impact on the physical health and genetic survival of the individual.

4 The simple arguments above are constructed to illustrate how evolution brings about
5 specific relationships between the mind, body, and emotions and consciousness. Many more
6 complex scenarios can be developed for the variety of relationships people have with their
7 physical and social environments. The moral and ethical debate of a “feels good is good”
8 behavior guide has continued for thousands of years and will continue for thousands more.
9 Ultimately, however, it is an individual’s debate that continues throughout a person’s lifetime
10 of experiences and, hopefully, a lifetime of continual growth and greater understanding.

11 **Hot Stove Analogy and Depression’s Signature Physiology**

12 The physical pain of a hand on a hot stove brings about a very natural reflexive
13 response. The pain is a signal to remove the hand from the stove. The actuation of the body’s
14 natural reflexive response is vital to the maintenance, health, and working order of the hand.
15 If the pain is ignored and the hand remains on the hot stove, the biochemical/physiological
16 signature of the hand changes to the degree that the hand burns. The feeling of pain is
17 significant to the health and survival of the body. The issue of a hand remaining on a hot
18 stove is the lack of responsiveness to the pain. Until there are the beginnings of a reflexive
19 and/or conscious response to the “hand on the hot stove” condition, the hand will not begin
20 to heal.

21 From the perspective of cognition as causal and emotions as effect theory, the biology
22 of a biochemical/physiological “abnormality” associated with emotional pain (such as
23 depression) is analogous to the biochemical/physiological “abnormality” associated with the
24 hand’s physical pain on a hot stove. The more the emotional pain is (1) ignored, (2)
25 suppressed, (3) usurped, (4) biochemically blocked or sedated, or (5) unacknowledged for
26 any other reason such that the individual’s thoughts and the activities of his or her mind
27 remain on the “hot stove,” the more the associated biochemical/physiological signature and
28 neurological processes will differ from that of a “normal” healthy person (Draud, et al.,
29 2011). The issue is the lack of responsiveness to the emotional pain, which calls out to get

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1 the mind off a potentially damaging mental stream of consciousness. The semantics between
2 emotional regulation and cognitive regulation through emotional awareness is critical.

3 The *illness* in mental illness arises when healthy conscious – or unconscious –
4 responses to the emotional system are absent and the individual does not have the
5 mental/emotional capacity, agility, or wisdom to respond to their emotional awareness in a
6 natural and healthy manner to get their mind off of the “hot stove.” However, is this lack of
7 emotional responsiveness an illness or an injury (Kolk, 2015)? Emotions have a function.
8 Emotions bring an awareness to consciousness of the health, or lack thereof, of cognitive
9 activities. Feeling good correlates with a healthy biochemical physiology, and feeling bad
10 correlates with an unhealthy biochemical physiology (Davidson & Begley, 2012).
11 Psychological and pharmaceutical therapy must honor these functions and work to
12 reestablish normal functioning of an evolved emotional awareness system.

The Evolution of Antisocial Personality Disorder

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

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

28 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity
29 that permits cognitive reflection on the conditions for physical exertion and the weighing of
30 conflicting factors of feeling good while getting food versus feeling bad because of the day’s

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

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

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

17 However, modern psychological science attributes the power of causality to
18 emotions. As previously mentioned, emotions cannot be trusted. Emotions can be aberrant
19 and destructive and causal to overly aggressive behavior. If negative emotions are to be
20 managed pharmaceutically because of an emotional disorder, science is again usurping
21 emotions’ evolutionary role in maintaining health, vigor, and well-being during a physical
22 illness. By teaching a cultural attitude that dismisses the “emotional” dashboard light of
23 negative emotions and does not recognize the role of negative emotions to inform
24 consciousness that extra effort must be made to maintain an emotionally good-feeling
25 attitude, science is creating a physically weak society. People who have developed the
26 cognitive gymnastics to maintain an attitude and mood of emotionally positive feelings help
27 empower themselves to survive pandemics such as COVID-19.

28 **Conclusion**

29 Within cognitive behavior therapy (CBT) (Beck, 2011), eye movement
30 desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, &

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1 Fitzgibbons, 2015), and mindfulness (Farb, et al., 2014), positive psychology (Lopez &
 2 Snyder, 2009), and interpersonal psychotherapy (Stulberg, et al., 2018) are the bases of
 3 emotions-as-effect theory. These therapies change cognitive behavior to achieve a desired
 4 emotional and behavioral outcome. Emotions do change. Behavior does change (Kolk, 2015;
 5 Barlow, 2014). However, what is their process schematic that outlines the symbiotic
 6 relationship between mind, body, emotions, and consciousness? Where do the positive and
 7 negative emotional jigsaw pieces fit? Emotions-as-effect theory and its cognitive-emotional
 8 process flow chart provide an answer.

9 Therapy that acknowledges the evolved symbiosis between cognition and emotions
 10 reaffirms an evolved biological awareness system where emotions are used to evaluate
 11 cognitive behaviors (see figure 1). In stark contrast to “emotional regulation,” within
 12 emotions-as-effect theory, emotions are not “regulated” but rather are used instead to
 13 regulate, that is, to guide cognitive behaviors. Additionally, in this context, emotions are not
 14 viewed as “out of control,” nor is there a concept of “emotional dysregulation” (Barlow,
 15 2014). In contrast, it is the cognitive mind that is “out of control,” and the therapeutic process
 16 addresses a “cognitive disorder.” Deviant emotional perceptions are reflections of this
 17 aberrant dysregulated cognitive behavior. Emotions are not treated as dysfunctional; rather,
 18 they are understood as very functional in that they bring to consciousness the dysfunctional
 19 aspect within the mind’s cognitive activities that is creating the aberrant biochemical
 20 physiology a person perceives as negative emotions. It is these irregularities in cognitive
 21 behavior that need to be addressed. Emotions are but the messenger.

22 The western world of emotional literature began almost 3,000 years ago with
 23 Homer’s *Iliad* and *The Odyssey*. Literary reading and comprehensive education are a must
 24 within our modern world as well as understanding emotions’ evolutionary role for the
 25 maintenance of an individual’s health and well-being. Developing a child’s skills and
 26 abilities to re-process cognitive activities based upon their emotional feedback should be part
 27 of elementary school education. But how do you explain to an elementary school student – in
 28 age-appropriate terminology – that “emotional regulation refers to any process an individual
 29 uses to influence the onset, offset, magnitude, duration, intensity or quality of one or more
 30 aspects of an emotional response (Gross, 2007)” (McRae, et al., 2012) when emotions

1 themselves are not to be regulated but rather are to be used as feedback to regulate cognitive
2 activities?

3 The mental health and well-being of a society are a function of the mental health and
4 well-being of its individual inhabitants. A culture that is ignorant of emotions' evolutionary
5 role in guiding individual cognitive and physical behavior is subject to all kinds of forces that
6 can mis-direct cognitive activities towards nefarious ends. Continual distortions of the
7 evolved nature of emotions as “emotional disorders” in need of “emotional management and
8 control” by current psychological, psychiatric, and pharmaceutical institutions only further
9 sabotage emotions' guiding influence towards mental health and well-being of a society and
10 its inhabitants.

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

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

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Research Questions

- 1
- 2 1. How would the function of neurological areas of the brain be reinterpreted if the positive
- 3 and negative valances of emotions, feelings, and moods have evolved to regulate
- 4 cognitive areas/activities of the brain?
- 5 a. Is there an inherent adaptive information processing system (Kolk, 2014; Shapiro,
- 6 2018) between functional areas of the brain that relates to the positive and
- 7 negative valances of emotions, feelings, and moods?
- 8 b. Is there a neuroplastic adaptive information processing system between functional
- 9 areas of the brain that relates to the positive and negative valances of emotions,
- 10 feelings, and moods and operates below the level of conscious awareness and
- 11 feeling of emotions, feelings, and moods (Damasio, 1999, Ledoux, 1994)?
- 12 2. Is there an increased effectiveness of established psychological therapies when patients
- 13 are taught (1) cognitive re-processing skills; (2) how to use the positive and negative
- 14 valances of emotions, feelings, and moods as feedback to self-regulate cognitive and
- 15 physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive,
- 16 uninhibited, cognitive and physical behaviors when participating in movie going,
- 17 literature, music, art, performing arts, sports, and other physical and entertainment
- 18 activities? Note: Re-processing skills to regulate cognitive behavior and therapy
- 19 effectiveness measures and how these re-processing skills will vary for different age
- 20 groups are to be determined. Established therapies to be included are cognitive behavior
- 21 therapy (CBT), eye movement desensitization and re-processing (EMDR), forgiveness
- 22 therapy, mindfulness-based cognitive therapy, positive psychology, and interpersonal
- 23 psychotherapy.
- 24 3. What are the effects of different pharmaceutical medications designed to “regulate
- 25 emotional behavior” on a patient’s abilities to learn (1) cognitive re-processing skills; (2)
- 26 how to use the positive and negative valances of emotions, feelings, and moods as
- 27 feedback to self-regulate cognitive and physical behavior; and (3) when to allow feelings,
- 28 emotions, and moods to freely drive, uninhibited, cognitive and physical behaviors as a
- 29 function of entertainment appreciation and participation of movies, literature, music, art,
- 30 performing arts, sports, and other physical and entertainment activities?

- 1 a. Is there a series of medications with a progressively decreasing physiological
2 impact that allow a patient to more effectively respond to their emotional
3 awareness as they progress in psychological and pharmaceutical therapy and
4 develop the capacity to appropriately respond and regulate their cognitive
5 behavior through associative emotional awareness?
- 6 4. Does learning (1) cognitive re-processing skills; (2) how to use the positive and negative
7 valances of emotions, feelings, and moods as feedback to self-regulate cognitive and
8 physical behavior; and (3) when to allow feelings, emotions, and moods to freely drive,
9 uninhibited, cognitive and physical behaviors as a function of entertainment appreciation
10 and participation of movies, literature, music, art, performing arts, sports, and other
11 physical and entertainment activities provide a patient with a sense of self-empowerment
12 and control over the therapeutic process? If so, does this sense of empowerment and
13 healing improve the effectiveness and continued use of therapeutic practices?
- 14 5. Although there exists a great amount of literature describing cognitive and emotional
15 activities and the associative neurological areas of the brain, much would be gained by
16 integrating conscious awareness and association or disassociation within the same
17 analysis. How much mood dysfunctional regulation within psychotic mania can be
18 attributed to the lack of conscious awareness and association with depressive functional
19 areas of the brain and vice versa for major depressive disorder? Similarly, how much of
20 the observed body and brain's biochemical and physiological signatures of mental
21 disorders can be attributed to consciousness's lack of understanding and ability to self-
22 regulate cognitive behavior by using emotions, feelings, and moods as feedback
23 mechanisms?
- 24 6. Are there significant differences in the effectiveness of cognitive re-processing skills to
25 change cognitive behavior in response to positive and negative valances of emotions,
26 feelings, and moods for individuals with a history of activities within the arts and
27 performing arts of music, dance, and theater versus those without these extracurricular
28 activities?
- 29 Note: Identification of different re-processing skills to regulate cognitive behavior, their
30 educational training curriculum, their effectiveness improvement measures, and how to

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- 1 measure the effectiveness of different re-processing skills for different affective states
2 within different age groups are to be determined.
- 3 7. Is there an improvement in personal physical health and well-being when elementary
4 school students are taught (1) cognitive re-processing skills; (2) how to use the positive
5 and negative valances of emotions, feelings, and moods as feedback to self-regulate
6 cognitive and physical behavior; and (3) when to allow feelings, emotions, and moods to
7 freely drive, uninhibited, cognitive and physical behaviors as a function of entertainment
8 appreciation and participation of movies, literature, music, art, performing arts, sports,
9 and other physical and entertainment activities? Note: Re-processing skills to regulate
10 cognitive behavior, physical health, and well-being improvement measures and how
11 these re-processing skills are taught will vary for different age groups are to be
12 determined.
- 13 8. Is there an improvement in classroom behavior when students are taught (1) cognitive re-
14 processing skills; (2) how to use the positive and negative valances of emotions, feelings,
15 and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to
16 allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical
17 behaviors as a function of entertainment appreciation and participation in movies,
18 literature, music, art, performing arts, sports, and other physical and entertainment
19 activities? Note: Re-processing skills to regulate cognitive behavior, classroom behavior
20 improvement measures, and how these re-processing skills are taught will vary for
21 different age groups are to be determined.
- 22 9. Is there an improvement in student learning when students are taught (1) cognitive re-
23 processing skills; (2) how to use the positive and negative valances of emotions, feelings,
24 and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to
25 allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical
26 behaviors as a function of entertainment appreciation and participation in movies,
27 literature, music, art, performing arts, sports, and other physical and entertainment
28 activities? Note: Re-processing skills to regulate cognitive behavior, classroom behavior
29 improvement measures, and how these re-processing skills are taught will vary for
30 different age groups are to be determined.

- 1 a. What cognitive-emotional states of being are conducive to (1) inspiration, (2)
2 problem solving, and (3) imagination?
- 3 b. What cognitive-emotional states of being are conducive to memory and recall that
4 would improve students' educational performance?
- 5 10. Is there an improvement in individual sports performance and a reduction in sports
6 injuries when athletes are taught: (1) cognitive re-processing skills, (2) how to use the
7 positive and negative valances of emotions, feelings, and moods as feedback to self-
8 regulate cognitive and physical behavior, and (3) when to allow feelings, emotions, and
9 moods to freely drive, uninhibited, cognitive and physical behaviors as a function of
10 entertainment appreciation and participation in movies, literature, music, art, performing
11 arts, sports, and other physical and entertainment activities? Note: Re-processing skills to
12 regulate cognitive behavior, performance behavior improvement and reduction in sports'
13 injuries measures, and how these re-processing skills are taught will vary for different
14 age groups are to be determined.
- 15 11. Is there an improvement in recidivism when prisoners are taught (1) cognitive re-
16 processing skills; (2) how to use the positive and negative valances of emotions, feelings,
17 and moods as feedback to self-regulate cognitive and physical behavior; and (3) when to
18 allow feelings, emotions, and moods to freely drive, uninhibited, cognitive and physical
19 behaviors as a function of entertainment appreciation and participation in movies,
20 literature, music, art, performing arts, sports, and other physical and entertainment
21 activities? Note: Re-processing skills to regulate cognitive behavior, recidivism
22 improvement measures, and how these re-processing skills are taught will vary for
23 different social groups are to be determined.

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Part 1: Letters of Introduction to Symbiotic Psychology

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1 Emotions are part of everyone’s daily life; however, few people understand emotions
2 evolutionary role in human development and decision making. Each answer to “The
3 Question” below presents a different world view. I have lived both (Jackson, 2020) and
4 understand the consequential importance of each answer, which is why I am sending this
5 email. I do not question what has been spoken and written in the past for it is bound by the
6 linguistics of the past. I do object to the linguistic inscriptions of the past being used as
7 science in the present and further into the future.

8
9 **Subject:** The Question: Changing cognition changes emotions. But, does cognition or
10 emotion change the biology that drives behavior? The linguistics of Science vs. Shakespeare.

11
12 **Date:** 2020-08-05

13
14 Dear Academic,

15
16 What fictional character is not driven by the rollercoaster twists and turns and ups and
17 downs of their emotions? And, evidence-based therapies change, develop, or re-process
18 cognitive behavior to change emotions because of uncontrolled twists and turns and ups and
19 downs within emotional disorders (Gross, 2014; Greenberger & Padesky, 2016). Destructive
20 behavior arising from emotional dysregulation and disorder may require emotional
21 regulation, control, and management even with the use of pharmaceuticals, because emotions
22 are understood and defined as having a great effect on driving behavior (Barlow, 2014).
23 However, the question remains, does cognition or emotion change the biology that actually
24 drives a character’s behavior?

25
26 The tradition answer, based in 3000-year-old religious and literary linguistics, is
27 "emotion" (Homer, 800-700/2009). In an alternative answer, emotions-as-effect theory
28 argues that when the cause/effect process is diagrammed with the logic of current cognitive
29 research and the evolutionary process, cognition precipitates the biological changes that

Dear Academic: The Question: Does Cognition or Emotion Change Biology?

1 drives behavior (Jackson, 2020). Emotions are but the perception of those biological changes
2 (Prinz, 2004). Emotions are not causal; they are an effect of causal cognitive activities.

3
4 Think about it. A character must first have the cognitive perception and conception of
5 a “snake,” or a facsimile there of, to activate any biological changes in the brain and body
6 which then can be perceived as emotions. Fictional characters in a narrative are not
7 emotionally driven or out of control because emotions are not causal. Cognition is causal. An
8 individual is cognitively driven and may be cognitively out of control and in need of
9 cognitive regulation because of, not emotional dysregulation, but cognitive dysregulation
10 (Jackson, 2020). Emotions are symptoms that can lead to an understanding of a character’s
11 mental state, but it is the mental state that is changing the biology that is driving their
12 behavior.

13
14 Cognition is causal; emotion is effect. A character is not driven by emotions. They
15 are driven by changes and states of the body’s physiology precipitated by cognitive activities.
16 It is these changes in physiology of the brain and body that are then perceived by
17 consciousness as emotions.

18
19 *Not until the illusion of emotions is understood, will the power of emotions be revealed and*
20 *the efficacy of evidence-based therapies be realized.*

21
22 If evidence-based practices (EBP) such as cognitive behavior therapy (CBT), eye
23 movement desensitization and reprocessing (EMDR) with its theory of adaptive information
24 processing (AIP), forgiveness therapy, mindfulness, positive psychology, interpersonal
25 psychotherapy, and emotional intelligence are falsely founded in an illusionary cognitive
26 construct of the mind called “emotional dysregulation” then what is their research evidence
27 of? Their research is evidence of cognition changing a biology that is perceived as emotions.
28 The foundation of these evidence-based practices is an evolved emotional bio-feedback
29 system as described in “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional
30 vs. Cognitive Regulation” (Jackson, 2020).

Dear Academic: The Question: Does Cognition or Emotion Change Biology?

1 Emotions have evolved for millions of years. They had become a very effective tool
 2 giving valuable feedback on the nature of one's personal cognitive activities. Yet, when
 3 Homer wrote the *Iliad*, he began a false inscription of emotions' evolved role in effective
 4 decision making and behavior to develop and maintain an individual's health, wealth, and
 5 well-being. The importance of knowing, understanding, and teaching our children how
 6 emotions carry out these primary functions in human development cannot be overstated.

7
 8 How long will the academic institutions of psychology, language, and literature
 9 continue the instruction, edification, and *liability* of an emotional/cognitive dynamic
 10 regulatory theory erroneously based in a 3000-year-old literary and religious linguistics when
 11 there are yearly, nearly 800,000 suicide deaths worldwide (W.H.O., 2019)?

12
 13 *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive*
 14 *Regulation* (9000 words) and a short *Memoir: Hell on Earth (As Is Heaven)* (5000 words) are
 15 freely available and can be downloaded on <https://emotional-evolution.com/>.

16
 17 Passionately,

18
 19 Andrew O. Jackson

20 Symbiotic Psychology

21 P.O. Box 930153

22 Verona, WI 53593 USA

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24 symbioticpsychology.com

25
 26 cc: department faculty

27
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9
10 **Emotions-as-effect Theory: The Linguistic Semantics of**
11 **Emotional vs. Cognitive Regulation**

12
13 **Abstract**

14 “Goddess, sing me the anger, of Achilles, Peleus’ son, that fatal anger that brought countless
15 sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their
16 bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to
17 fulfilment” (Homer, 800-700/2009). With these beginning words written almost 3000 years
18 ago, Homer’s *_Iliad_* linguistically sabotaged hundreds of millions of years of emotional
19 evolution. The civilized arena was staged for aberrant emotion driving destructive behavior.
20 In turn, this destructive behavior arising from emotional dysregulation and disorder required
21 emotional regulation and control. Emotions-as-effect theory reconstructs the evolutionary
22 bases of good- and bad-feeling emotions as the perception, by consciousness, of a
23 biochemical physiology within the body and the brain precipitated by an evolved and
24 nurtured cognitive neural circuitry. Emotions, feelings, and moods are perceptions of an
25 internal state of biology precipitated by cognition. Homer’s emotions, feelings, and moods
26 are a carefully nurtured neurolinguistic cognitive construct of the mind. Contrary to the
27 linguistics of Homer, emotions are not causal, and they are neither destructive nor
28 constructive; rather, they are indicators of the presence of very real destructive and
29 constructive – and causal – cognitive behaviors. The correlations among cognition, a
30 biochemical physiology of the brain and body, good- and bad-feeling emotions, and

Dear Academic: The Question: Does Cognition or Emotion Change Biology?

1 consciousness are a result of millions of years of evolutionary survival for the health and
2 well-being of the individual. The question is, how will today’s ever-changing technical and
3 political cultures and societies understand, nurture, and develop these same necessary
4 correlations?

5
6 “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive
7 Regulation” (Jackson, 2020) is freely available and can be downloaded on [https://emotional-
8 evolution.com/](https://emotional-evolution.com/).

9
10
11 *Do not fixate on the broken and mangled hand, for it is indeed a soreness to any beholder. The
12 message is not within the hand, nor within the moon and stars at which it points, but rather lies
13 within another Universe that surrounds us – known only through its quiet revelations.*

14
15
16 (Note: This letter was sent to over 22,000 academics around the world using Go-Daddy
17 marketing email)

1 **Subject:** Changing cognition changes emotions, but does cognition or emotions drive
2 behavior?

3 **Date:** 2020-07-26
4

5 Dear Reader,
6

7 Psychological therapy and psychiatric pharmacology for depression, bipolar illness,
8 paranoid schizophrenia and other emotional dysfunctional disorders is based in a theory of
9 emotional dysfunction and the need for emotional regulation. This theory works and has
10 provided the bases for the best available evidence-based medicine. But what if this theory
11 can be proven to misrepresent the evolved cognitive/emotional dynamic regulatory
12 mechanism?
13

14 Evidence-based therapies – including Emotional Intelligence – use the concept that in
15 an emotional significant event, changing cognitive activities changes emotions. But that
16 doesn't prove that emotions change the biology that drives behavior. Behavior may help
17 understand and describe emotions, but again that doesn't prove that emotions drive
18 behavior. The concept of emotions driving behavior is a cognitive construct written by
19 Homer in his *Iliad* almost 3000-years-ago and has been the accepted linguistic paradigm ever
20 since. But that doesn't make it real either.
21

22 There are very few books of psychology that attempt to string together the cause and
23 effect process between cognition, biology, emotions, and behavior, and for good
24 reason. Logically, the perception of an emotion cannot happen before there are biological
25 changes in the brain and body to be perceived and these are the biological changes necessary
26 for driving behavior. Therefore, emotions cannot change the biology that drives behavior and
27 emotions perceive. That is a terrible sentence but that is how emotional regulatory theory
28 writes out; emotions change the biology that drives behavior, and that emotions then
29 perceive.

1

2 Newtonian physics works, but it didn't bring about the nuclear age. Emotional
3 regulation works, but psychological, psychiatric, and pharmacological theory of aberrant
4 emotion driving destructive behavior arising from emotional dysregulation and disorder
5 which requires emotional regulation and control is derived from 3000-year-old religious and
6 literary linguistics. Emotions-as-effect theory works and is logical and increases the efficacy
7 of evidenced based therapies by reinforcing their evolutionary foundation (ref. attached
8 manuscript).

9

10 Emotions-as-effect theory is derived from modern evolutionary science and cognitive
11 research and changes the 3000-year acceptance of aberrant emotion driving destructive
12 behavior because of emotional dysregulation; (1) cognition stimulates the (2) emotional
13 neurology that creates, changes, and sustains the (3) biochemical physiology of the brain and
14 body that activates a (4) sensory neurology of the brain and body that conscious perceives as
15 (5) good and bad feeling emotions, feelings, and moods. Consciousness then uses this
16 emotional awareness and understanding to modulate (1) cognitive activities which stimulates
17 (2) emotional neurology that creates....

18 (see diagram 1 below from attached manuscript (8700 words), "Emotions-as-Effect Theory:
19 The Linguistic Semantics of Emotional vs. Cognitive Regulation")

20

21

22

Emotions-as-Effect Theory

23

24

25

26

27

28

29

30

Dear Reader: *Does Cognition or Emotion Drive Behavior?*

1 cognition, healthy biochemical physiology, and good feeling emotions and feelings are a
2 result of millions of years of evolutionary survival for the health and well-being of the
3 individual – as are the correlations between bad feeling emotions and feelings and an
4 unhealthy biology. Now the question is, how are these correlations between cognition,
5 biology, emotions and feelings, and consciousness understood, nurtured, and developed
6 within a society for an individual’s health, wealth, and general well-being through their own
7 successful decision-making and creativity?

8
9
10 Passionately,

11
12 Andrew O. Jackson

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



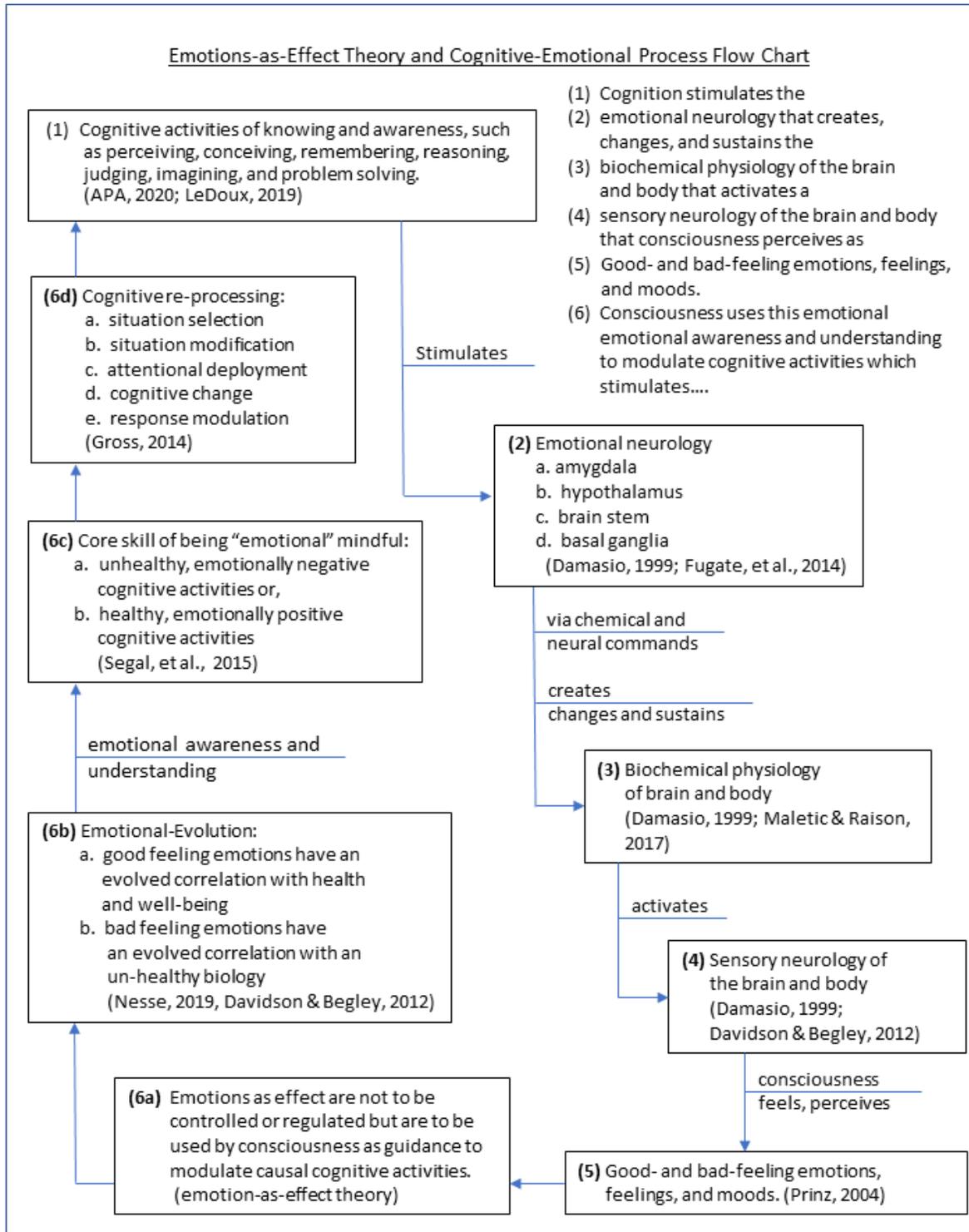


Figure 1 *Cognitive-Emotional Process Flow Chart*

1 **Subject:** *Not until the illusion of emotions is understood, will the power of emotions be*
2 *revealed and the efficacy of evidence-based therapies be realized.*
3

4 Date: 2020-07-24
5

6 Dear Emotional Intelligence Center,
7

8 I am passionately committed to your research mission "...to use the power of
9 emotions to create a healthier, and more equitable, innovative, and compassionate society,
10 today and for future generations" because "... the well-being and sustainability of our
11 society depends on each of us using our emotions wisely." But basic emotion theory cannot
12 be just accepted.
13

14 My referenced paper, "Emotions-as-Effect Theory: The Linguistic Semantics of
15 Emotional vs. Cognitive Regulation" can be found on <https://emotional-evolution.com/>.

17 **Science vs. Shakespeare**

18 Have English-speaking researchers' core beliefs of emotions – which may have been
19 neurolinguistically molded from childhood (Kemmerer, 2015) through family interactions
20 and in later years through reading literary works such as Dickens' *Great Expectations*, Poe's
21 *The Raven*, and Austen's *Pride and Prejudice* – impacted their current understanding and
22 scientific research about emotions and cognition (Tomasello, 2005)? A shared cultural and
23 linguistic development (Bavin, 2012; Allen, 2019) of core beliefs and conceptual
24 understandings about emotions is required for young students to comprehend and follow the
25 emotional twists and turns within these popular English literary works. As students mature
26 and are introduced to the more advanced works of William Shakespeare and others,
27 comprehension is even more dependent upon prior assimilation of cultural and linguistic
28 paradigms (Evans, 2017; Kenrick, et al., 2015). Conceptions of emotions are further
29 reinforced by the logic and reason applied in today's scientific literature, research, and
30 discussions about emotions (Ekman & Davidson, 1994).
31

1 The term “emotion” is a misleading linguistic cognitive construct of a civilized,
2 literary, and religious humanity (Bavin, 2012; Noss & Grangaard, 2008) that has caused
3 psychological theory to ignore the dynamic relationship between cognition and emotion
4 within the context of emotion’s evolutionary function to modulate cognitive re-processing
5 activities. Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights*
6 *from the Frontier of Evolutionary Psychiatry* (2019. New York, NY: Allan Lane), “Why did
7 natural selection leave us so vulnerable to so many mental disorders?” The short answer is
8 that evolution didn’t; civilized man did.

9 (ref Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs.
10 Cognitive Regulation”)

11
12 For hundreds – or is it thousands – of years science has moved ideas, theories, and
13 paradigms forward. Paradigms accepted and taught for a life time change. That is science.
14 My question is, would you be able to accept a new paradigm if it happened to you? Would
15 you be willing to listen to a new construct of the emotion/cognition relationship that
16 advances into a new arena that which you have known, studied, and maybe even taught for a
17 lifetime?

18
19 When Einstein’s theories predicted that gravity would bend light, scientists went back
20 to Newtonian physics and found that it was there all along, if they had known to look. But it
21 was his understanding of energy-mass equivalency that put science into the nuclear age and
22 changed the world forever.

23
24 Psychiatric pharmacology for depression, bipolar illness, paranoid schizophrenia and
25 other emotional dysfunctional disorders is based in a theory of emotional dysfunction and the
26 need for emotional regulation. This theory works and has provided the bases for the best
27 available evidence-based medicine. But what if this theory can be proven to *misrepresent* the
28 evolved cognitive/emotional dynamic regulatory mechanism?

Dear E.I. Center: *Emotions Illusion*

1 I wrote a paper (8700 words) presenting a new paradigm of the emotional/cognitive
 2 dynamic regulatory mechanism. I quote “Emotional Regulation: Conceptual and Empirical
 3 Foundations”, an article by Prof. James Gross of Stanford University and use his process
 4 model for setting the stage and understanding of current emotional regulatory theory. But
 5 the key to move this emotional/cognitive dynamic regulatory mechanism forward into a new
 6 and different cognitive and linguistic construct lies within the “changes in experiential,
 7 behavioral, and neurobiological response systems”. **Yes, there is an emotional response, but**
 8 **the significance of this response can only be seen and understood by further processing these**
 9 **“emotional responses” into a cause and effect analysis.** I transform this cause and effect
 10 analysis into my paper, “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional
 11 vs. Cognitive Regulation.” (see attached **Figure 1** on the back page from paper)

12
 13 Newtonian physics works, but it didn’t bring about the nuclear age. Emotional
 14 regulation works, but understanding how it works is vital to the advancement of emotional
 15 science. Psychological, psychiatric, and pharmacological theory of aberrant emotion driving
 16 destructive behavior arising from emotional dysregulation and disorder which requires
 17 emotional regulation and control is based within 3000-year-old religious and literary
 18 linguistics. Emotions-as-effect theory is based in modern evolutionary science and cognitive
 19 research and changes the 3000-year acceptance of aberrant emotion driving destructive
 20 behavior because of emotional dysregulation.

21
 22 **Emotions-as-Effect Theory (Abstract)**

23 “Goddess, sing me the anger, of Achilles, Peleus’ son, that fatal anger that brought
 24 countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades,
 25 leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought
 26 to fulfilment” (Homer, 800-700/2009). With these beginning words written almost 3000
 27 years ago, Homer’s *Iliad* linguistically sabotaged hundreds of millions of years of emotional
 28 evolution. The civilized arena was staged for aberrant emotion driving destructive behavior.
 29 In turn, this destructive behavior arising from emotional dysregulation and disorder required
 30 emotional regulation and control. Emotions-as-effect theory reconstructs the evolutionary

1 bases of good- and bad-feeling emotions as the perception, by consciousness, of a
2 biochemical physiology within the body and the brain precipitated by an evolved and
3 nurtured cognitive neural circuitry. Emotions, feelings, and moods are perceptions of an
4 internal state of biology *precipitated by cognition*. Homer’s emotions, feelings, and moods
5 are a carefully nurtured neurolinguistic cognitive construct of the mind. Contrary to the
6 linguistics of Homer, emotions are not causal, and they are neither destructive nor
7 constructive; rather, they are indicators of the presence of very real destructive and
8 constructive – and causal – cognitive behaviors.

10 **Synopsis**

11 1) Emotions-as-effect theory uses the principles of evolution to understand and to define
12 emotions as the good- and bad-feeling perception of neurological and biological changes
13 within the brain and body precipitated by cognitive activities stimulating an “emotional”
14 neurology. This “emotional neurology” is not emotions but rather the neurology that
15 activates the changes in neurological and biochemical physiology of the brain and body
16 that are then perceived as emotions.

17 a. Through the evolutionary process, good feeling emotions, feelings, and moods
18 correlate with a healthy, vigorous, and vital physiology of the brain and body.

19 b. Likewise, through the evolutionary process, bad feeling emotions, feelings, and
20 moods correlate with an unhealthy, weak, and debilitated physiology of the
21 brain and body.

22 c. Therefore, emotions, feelings, and moods are indicators of physiological states of
23 the brain and body and can be used to evaluate cognitive activities.

24 2) Evidence-based practices such as cognitive behavior therapy (CBT), eye movement
25 desensitization and reprocessing (EMDR) with its theory of adaptive information
26 processing (AIP), forgiveness therapy, mindfulness, positive psychology, and
27 interpersonal psychotherapy are all founded on the notion of changing cognitive activities
28 and emotional awareness. Cognitive activities are ultimately evaluated by the existence
29 of good- or bad-feeling emotions. This is the use of emotions-as-effect theory.

Dear E.I. Center: *Emotions Illusion*

- 1 3) Recognizing emotions-as-effect theory within modern evidence-based practices will
 2 improve their efficacy because emotions can be re-entrusted with their evolutionary role.
 3 4) Evolution has orchestrated, biologically speaking, a morality in which what feels good is
 4 good and what feels bad is bad. Now, humanity must nurture new algorithms that pivot
 5 emotionally negative cognitive activities onto emotionally positive cognitive activities
 6 that reflect a healthy biology and compassion and respect for the self and others.
 7 (ref. “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive
 8 Regulation”)
 9

10 **Responsibilities of a Doctor of Philosophy**

11 Since I began voicing my concerns over psychological and pharmaceutical
 12 therapeutic methodologies erroneously based within causal aberrant and destructive
 13 emotions, over a million (*MILLION*) Americans have committed suicide, millions of other
 14 people have been put in incarcerating conditions that only amplify their psychological
 15 injuries, and mass shootings continue with no review of the psychological environments that
 16 are fostering all of these atrocities and that are oblivious to emotions’ evolutionary design.
 17 Lack of academic questioning and review of psychological and pharmacological emotional
 18 theory is a true crime against humanity.
 19

20 My interest really is to move cognitive/emotional science into a new dimension.
 21 Emotions-as-effect theory does not negate emotional intelligence, it will increase its efficacy
 22 because emotional science will no longer be based in a 3000-year-old illusionary emotional
 23 dysregulation theory. I hope we can come to an understanding that benefits your current
 24 academic world of emotional intelligence and the future world of cognitive, instead of
 25 emotional, regulation for the prevention and intervention of psychopathology and for the
 26 establishment and maintenance of mental health, prosperity, and well-being within the
 27 individual and within the culture and society of our world as a whole.
 28

29 Passionately,
 30

1 Andrew O. Jackson

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

3

4 The following referenced manuscripts that I wrote can be found on: [https://emotional-](https://emotional-evolution.com/)
5 [evolution.com/](https://emotional-evolution.com/).

6 1) “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive
7 Regulation,” 8700 words

8 2) “Memoir: “Hell on Earth (As Is Heaven),” 4600 words

9 3) “*Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
10 *Consciousness*,” 78,000 words

Be Your Own Ruler

- R:** Recognize that you are having emotions all the time, every moment of every day, and that they are a reflection of your cognitive activities. Do this for yourself and for the betterment of the culture and society in which you live.
- U:** Understand that good feeling emotions, feelings, and moods are an evolved correlation to a healthy and vital physiology and that bad feelings correlate with a weak and lethargic physiology. Do this for yourself and for the betterment of the culture and society in which you live.
- L:** Learn the tools and techniques of the trade to develop and maintain your own health, wealth, and well-being, that is, a positive disposition in life. Do this for yourself and for the betterment of the culture and society in which you live.
- E:** Express and enjoy your good feeling emotions, feelings, and moods through the enjoyment of action, moving, doing, and being. Do this for yourself and for the betterment of the culture and society in which you live.
- R:** Re-process cognitive activities that correlate with bad feeling emotions, feelings, and moods with the tools and techniques of the trade. Do this for yourself and for the betterment of the culture and society in which you live.

(RULER is an acronym used by Emotional Intelligence Centers. This is a suggestion to limit possible liabilities from practicing obsolete emotional dysfunctional theory. See manuscript "Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Regulation" (8700 words), <https://emotional-evolution.com>.)

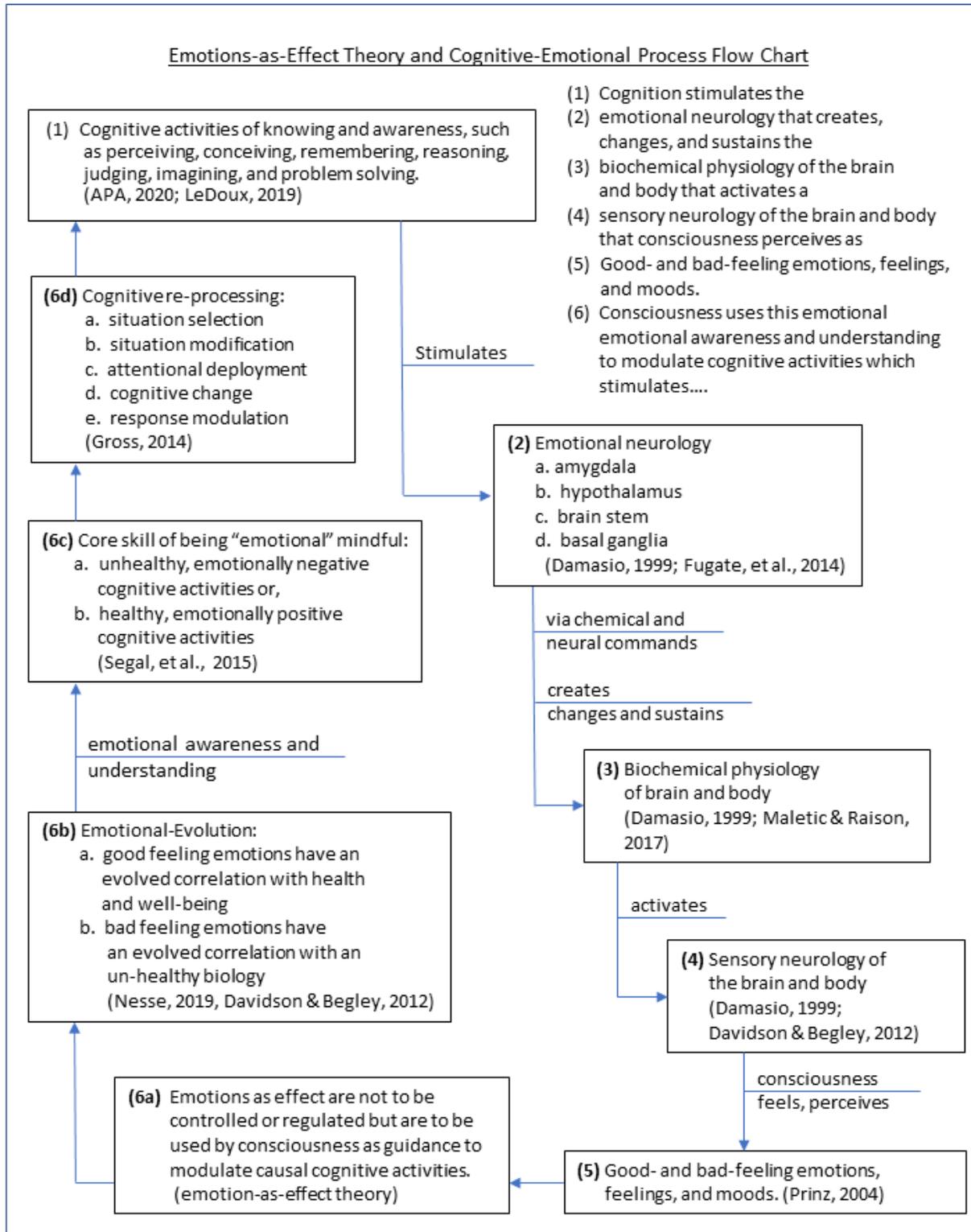


Figure 1 *Cognitive-Emotional Process Flow Chart*

Dear Department of English: *Emotions: Science vs. Shakespeare*

1 **Subject:** Emotions: Science vs. Shakespeare

2 **Date:** 2020-07-21

3

4 *“Even as the history of our discipline is implicated in systemic racism, such modes of*
 5 *inquiry remind us of literature’s capacities for critique, resistance, and transformation. We*
 6 *resolve to pursue those capacities across all areas of literary study.”* J. Brantley, English
 7 Chair, Yale University.

8

9 Dear Department of English,

10

11 A single thread has run through the literary tapestry for the last 3000 years: the
 12 driving force of emotions compelling our heroes and villains to act passionately with mercy,
 13 vengeance, love, hate, joy, anger, jealousy, pride, compassion and with a hundred other
 14 complex combinations in between that are necessary to understand, rationalize, justify,
 15 believe, and accept the roller-coaster ride intended by the author.

16

17 English literature’s deep ties to white supremacy began 3000 years ago when the very
 18 first stories from an oral tradition were written with the emotional semantics and syntax that
 19 seized control of millions of years of evolutionary emotional development for the health,
 20 prosperity, and well-being of the individual...of *all* individuals.

21

22 Forty years ago, I stopped... then walked into a never-ending story of insane
 23 psychotic mania and suicidal depression intermixed with joy, love, passion, and the torturous
 24 consequences of psychological, psychiatric, and pharmaceutical beliefs in emotional
 25 dysregulation and disorder and subsequent remedial therapies of emotional control,
 26 regulation, and management...with the use of debilitating pharmaceuticals if necessary.
 27 Haloperidol, the death drug: its torturous side effects were hell on earth. But a few days of its
 28 death kept me out of another cycle of mental hospitals, doctors, and padded cells and hours
 29 upon hours of walking the halls... up and down and up and down and up and...

Dear Department of English: *Emotions: Science vs. Shakespeare*

1

2 I finally was able to walk out of that story. Not because of science but because I
3 developed my own theories of emotional and cognitive behavior and left the emotions of
4 Homer, Shakespeare, and thousands of other authors behind. I still ride their emotional
5 roller-coaster with its twists and turns and ups and downs and other designs an author may
6 have. But I get on the ride for entertainment purposes only. For my health, prosperity, and
7 well-being, I live another cognitive emotional paradigm, an emotional paradigm that may
8 one day become part of your story.

9

10 I wrote an article restructuring the current science, literary, and religious beliefs in
11 emotions. I replace those misunderstandings with another based in evolution. I am currently
12 campaigning to the Departments of Psychology and Psychiatry to seriously evaluate my
13 paper: "Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive
14 Regulation."

15

16 The time has come for humanity to get off the emotional roller-coaster ride that has
17 defined themselves for the last 3000 years.

18

19 Passionately,

20

21 Andrew O. Jackson

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

23

24 **attachments:**

25 "Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive
26 Regulation" (8700 words)

27 "My Story: Hell on Earth (as is Heaven)" (4600 words)

28 "*Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
29 *Consciousness*" (75,000 words)

30

Dear Department of English: *Emotions: Science vs. Shakespeare*



1
2
3

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. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a while longer. He replied, “Yes” and got himself to a hospital.

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 for his biochemical, neurological, and physiological state of being. After a couple more psychotic episodes – one that landed him in the El Paso county jail and led to a divorce from his first wife – and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication free and without disassociation, depression, or mania episodes since 1996.

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

Dear Department of English: *Emotions: Science vs. Shakespeare*

regulated by cognitive behavior as current psychological academia prescribes, have evolved to guide cognitive behavior for the health, well-being, and prosperity of the individual.

He has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher, a college CAD (computer aided design) instructor, a guest instructor in China teaching quality and inventory management, and a quality manager at an OEM (original equipment manufacturer). He is now happily married and retired from mechanical engineering, spending his summers sailing and winters alpine skiing.

1 **Subject:** Evidence-Based Medicine: Cognitive Regulation vs. Emotional Regulation

2 **Date:** 2020-07-16

3
4 Dear Department of Psychiatry,

5
6 Psychiatric pharmacology for depression, bipolar illness, paranoid schizophrenia and
7 other emotional dysfunctional disorders is based in a theory of emotional dysfunction and the
8 need for emotional regulation. This theory works and has provided the bases for the best
9 available evidence-based medicine. But what if this theory can be proven to misrepresent the
10 evolved cognitive/emotional dynamic regulatory mechanism?

11
12 Newtonian physics works, but it didn't bring about the nuclear age. Emotional
13 regulation works, but it no longer is the best available evidence-based medicine.
14 Psychological, psychiatric, and pharmacological theory of aberrant emotion driving
15 destructive behavior arising from emotional dysregulation and disorder which requires
16 emotional regulation and control is based within 3000-year-old religious and literary
17 linguistics. Emotions-as-effect theory is based in modern evolutionary science and cognitive
18 research and changes the 3000-year acceptance of aberrant emotion driving destructive
19 behavior because of emotional dysregulation.

20 (see attached manuscript (8700 words): "Emotions-as-Effect Theory: The Linguistic
21 Semantics of Emotional vs. Cognitive Regulation")

22 23 **Emotions-as-Effect Theory**

24 "Goddess, sing me the anger, of Achilles, Peleus' son, that fatal anger that brought
25 countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades,
26 leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought
27 to fulfilment" (Homer, 800-700/2009). With these beginning words written almost 3000
28 years ago, Homer's *Iliad* linguistically sabotaged hundreds of millions of years of emotional
29 evolution. The civilized arena was staged for aberrant emotion driving destructive behavior.

1 In turn, this destructive behavior arising from emotional dysregulation and disorder required
2 emotional regulation and control. Emotions-as-effect theory reconstructs the evolutionary
3 bases of good- and bad-feeling emotions as the perception, by consciousness, of a
4 biochemical physiology within the body and the brain precipitated by an evolved and
5 nurtured cognitive neural circuitry. Emotions, feelings, and moods are perceptions of an
6 internal state of biology *precipitated by cognition*. Homer’s emotions, feelings, and moods
7 are a carefully nurtured neurolinguistic cognitive construct of the mind. Contrary to the
8 linguistics of Homer, emotions are not causal, and they are neither destructive nor
9 constructive; rather, they are indicators of the presence of very real destructive and
10 constructive – and causal – cognitive behaviors.

Synopsis

11
12
13 1) Emotions-as-effect theory uses the principles of evolution to understand and to define
14 emotions as the good- and bad-feeling perception of neurological and biological changes
15 within the brain and body precipitated by cognitive activities stimulating an “emotional”
16 neurology. This “emotional neurology” is not emotions but rather the neurology that
17 activates the changes in neurological and biochemical physiology of the brain and body
18 that are then perceived as emotions.

19 a. Through the evolutionary process, good feeling emotions, feelings, and moods
20 correlate with a healthy, vigorous, and vital physiology of the brain and body.

21 b. Likewise, through the evolutionary process, bad feeling emotions, feelings, and
22 moods correlate with an unhealthy, weak, and debilitated physiology of the
23 brain and body.

24 c. Therefore, emotions, feelings, and moods are indicators of physiological states of
25 the brain and body and can be used to evaluate cognitive activities.

26
27 2) Evidence-based practices such as cognitive behavior therapy (CBT), eye movement
28 desensitization and reprocessing (EMDR) with its theory of adaptive information
29 processing (AIP), forgiveness therapy, mindfulness, positive psychology, and
30 interpersonal psychotherapy are all founded on the notion of changing cognitive

Dear Department of Psychiatry: *EBM: Cognitive vs. Emotional Regulation*

1 activities. Cognitive activities are ultimately evaluated by the existence of good- or bad-
 2 feeling emotions. This is the use of emotions-as-effect theory.

3
 4 3) Recognizing emotions-as-effect theory within modern evidence-based practices will
 5 improve their efficacy because emotions can be re-entrusted with their evolutionary role.

6
 7 4) Evolution has orchestrated, biologically speaking, a morality in which what feels good is
 8 good and what feels bad is bad. Now, humanity must nurture new algorithms that pivot
 9 emotionally negative cognitive activities onto emotionally positive cognitive activities
 10 that reflect a healthy biology and compassion and respect for the self and others.

11 (ref. “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive
 12 Regulation”)

13
 14 **Psychiatric pharmacology based in cognitive regulation vs. emotional regulation**

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

23
 24 These new types of pharmaceuticals would aid individuals in their capacities to use
 25 their own cognitive skills, abilities, and reflexes to co-function with their emotional
 26 biofeedback systems. As a patient’s new skills are developed and new neural circuits are
 27 cultivated, the need for and the types of pharmaceutical assistance change. There always
 28 should be the goal to eventually remove pharmaceutical assistance entirely. But, like the
 29 hand on the hot stove, the neurocircuitry within the brain can be “damaged” so extensively
 30 that no amount of training and development will ever succeed because entire functions of the

1 brain may have been irreversibly programmed into destructive patterns. In such cases, there
2 is the possibility that the mind/body/emotion chasm may be permanent, resulting in a need
3 for permanent pharmaceutical intervention and, in some cases, hospitalization. Nevertheless,
4 new pharmaceutical research is required to address a new paradigm in which cognition
5 drives the biochemical physiology that emotions perceive.

6 7 **Masking Neurological Processes**

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

16
17 The approach proposed in emotions-as-effect theory does not negate the importance
18 of pharmaceutical therapy, rather, it redefines its purpose, which is to target the brain's
19 neuroplastic environment and to help individuals redevelop a healthy cognitive activity in
20 response to their perceptions of emotional feedback about their biochemical/physiological
21 states of being. As discussed earlier, a person has an evolved emotional biofeedback system
22 that promotes cognitive behavior that feels good emotionally. Negative emotions promote
23 avoidance behaviors. Mental illness may be defined as a consciousness' inability to
24 constructively respond to their own internal dialog between cognition and emotional
25 perceptions and the inability of consciousness to actively engage in emotionally positive
26 activities that are useful, healthful and life-giving. Pharmaceutical therapy should augment
27 psychological therapy to create conditions for redeveloping the neural networks that
28 reinforce evolutionary design.

Dear Department of Psychiatry: *EBM: Cognitive vs. Emotional Regulation*

1 people have been put in incarcerating conditions that only amplify their psychological
2 injuries, and mass shootings continue with no review of the psychological environments that
3 are fostering all of these atrocities and that are oblivious to emotions' evolutionary design.
4 Lack of academic questioning and review of psychological and pharmacological emotional
5 theory is a true crime against humanity.

6
7 Will you continue the instruction and edification of an emotional/cognitive dynamic
8 regulatory mechanism based in a 3000-year-old literary and religious linguistics because it
9 **has provided** evidence-based medicine...and ignore its rebuttal?

10
11 If evidence-based practices (EBP) such as cognitive behavior therapy (CBT), eye
12 movement desensitization and reprocessing (EMDR) with its theory of adaptive information
13 processing (AIP), forgiveness therapy, mindfulness, positive psychology, and interpersonal
14 psychotherapy are falsely founded in an illusionary cognitive construct of the mind called
15 "emotional dysregulation" then what is all their research proving? The foundation of these
16 EBP's is an evolved emotional bio-feedback system as described in "Emotions-as-Effect
17 Theory: The Linguistic Semantics of Emotional vs. Cognitive Regulation".

18
19 Welcome to history.... or not.

20
21 Passionately,

22
23 Andrew O. Jackson

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

25
26
27 Attachments: "Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs.
28 Cognitive Regulation"; "Memoir - Hell on Earth-As is Heaven"

Dear Department of Psychiatry: *EBM: Cognitive vs. Emotional Regulation*

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



5
6
7 Andrew O. Jackson suffered from psychotic mania and suicidal depression and was
8 in and out of mental hospitals from 1979-1996. Once after another “blackout” period, he
9 “awoke” in a mental ward and wondered how he got there this time. The nurse said he went
10 up to a police car and told them that his friend needed help. His “friend” was a trash can.
11 Another time he “awoke” with a rope in his hand ready to put an end to this torturous life
12 when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a
13 while longer. He replied, “Yes” and got himself to a hospital.
14

15 Around 1992, in a moment of inspiration that has now led to his emotions-as-effect
16 theory, he began a self-directed healing program using his emotions as feedback for his
17 biochemical, neurological, and physiological state of being. After a couple more psychotic
18 episodes – one that landed him in the El Paso county jail and led to a divorce from his first
19 wife – and after seventeen years of therapists, psychologists, and psychiatrists, he no longer
20 needed the benefits of their assistance. He has been medication free and without
21 disassociation, depression, or mania episodes since 1996.
22

23 Since 2005, he has been writing to academics around the world advancing a new
24 emotional paradigm that defines cognition as causal to and emotions as an effect of
25 biochemical, neurological, and physiological states of being. Emotions, instead of being

Dear Department of Psychiatry: *EBM: Cognitive vs. Emotional Regulation*

1 regulated by cognitive behavior as current psychological academia prescribes, have evolved
2 to guide cognitive behavior for the health, well-being, and prosperity of the individual.

3
4 He has an MS in Technology Education and an MS in Management Technology from
5 the University of Wisconsin – Stout. He was a high school shop teacher, a college CAD
6 (computer aided design) instructor, a guest instructor in China teaching quality and inventory
7 management, and a quality manager at an OEM (original equipment manufacturer). He is
8 now happily married and retired from mechanical engineering, spending his summers sailing
9 and winters alpine skiing.

10
11 (For an expanded bio (4600 words) see attachment: Memoir - Hell on Earth-As is
12 Heaven 20-07-10a)

1 **Subject:** Moving the emotional/cognitive dynamic regulatory mechanism out of 3000-year-
2 old literary and religious linguistic semantics

3 **Date:** 2020-07-07

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

13
14 Dear Department of Psychology,

15
16 First, I want to apologize for the general letter to all of you instead of honoring each
17 of you individually. I did read your research interests and chose only those that I felt would
18 have an interest in re-evaluating the current cognitive/emotional dynamic regulatory
19 mechanism or as it relates to emotions' evolutionary connection to goal directed behavior
20 and decision making.

21
22 For hundreds – or is it thousands – of years science has moved ideas, theories, and
23 paradigms forward. Paradigms accepted and taught for a life time change. That is science.
24 My question is, would you be able to accept a new paradigm if it happened to you? Would
25 you be willing to listen to a new construct of the emotion/cognition relationship that
26 advances into a new arena that which you have known, studied, and maybe even taught for a
27 lifetime?

Dear Department of Psychology: *3000-year-old Linguistic Semantics*

1 When Einstein’s theories predicted that gravity would bend light, scientists went back
2 to Newtonian physics and found that it was there all along, had they reason to look. It was
3 Einstein’s understanding of energy-mass equivalency that put science into the nuclear age
4 and changed the world forever.

5
6 *Not until the illusion of emotions is understood,*
7 *will the power of emotions be revealed and the*
8 *efficacy of evidence-based therapies be realized.*

9
10 I have attached my article (8700 words) presenting a new paradigm of the
11 emotional/cognitive dynamic regulatory mechanism. I quote “Emotional Regulation:
12 Conceptual and Empirical Foundations”, an article by Prof. James Gross of Stanford
13 University and use his process model for setting the stage and understanding of current
14 emotional regulatory theory. But the key to move this emotional/cognitive dynamic
15 regulatory mechanism forward into a new and different cognitive and linguistic construct lies
16 within the “changes in experiential, behavioral, and neurobiological response systems”. Yes,
17 there is an emotional response, but the significance of this response can only be seen and
18 understood by further processing these “emotional responses” into a cause and effect
19 analysis. I transform this cause and effect analysis into my paper, “Emotions-as-Effect
20 Theory: The Linguistic Semantics of Emotional vs. Cognitive Regulation.”

21
22 Since my article is still a draft that entwines with your research interests, you could
23 gather a team of co-authors and use my thesis as a bases for a co-presentation to the
24 academic world from your perspective – assuming you accept that an emotional response is
25 just that: a consequence, a result, an effect with a foundation in evolutionary science rather
26 than in religious and literary linguistic semantics.

27
28 My interest really is to move cognitive/emotional science into a new dimension. I
29 hope that my paper gives you a greater understanding of the cognitive/emotional dynamics as
30 it relates to emotions’ evolutionary connection to goal directed behavior and decision

Dear Department of Psychology: *3000-year-old Linguistic Semantics*

1 making. I trust we can come to an understanding that benefits your current academic world
 2 and the future world of cognitive – instead of emotional – regulation for the prevention and
 3 intervention of psychopathology and for the establishment and maintenance of mental health
 4 and well-being within the individual and within the culture and society of our world as a
 5 whole.

6
 7 Passionately,

8
 9
 10 Andrew O. Jackson

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



13
 14
 15 Attachment: “Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs.
 16 Cognitive Regulation” (also available at my website, <https://emotional-evolution.com/>)

17
 18 **Abstract**

19 “Goddess, sing me the anger, of Achilles, Peleus’ son, that fatal anger that brought
 20 countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades,
 21 leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought
 22 to fulfilment” (Homer, 800-700/2009). With these beginning words written almost 3000
 23 years ago, Homer’s *Iliad* linguistically sabotaged hundreds of millions of years of emotional
 24 evolution. The civilized arena was staged for aberrant emotion driving destructive behavior.
 25 In turn, this destructive behavior arising from emotional dysregulation and disorder required
 26 emotional regulation and control. Emotions-as-effect theory reconstructs the evolutionary

Dear Department of Psychology: *3000-year-old Linguistic Semantics*

1 bases of good- and bad-feeling emotions as the perception, by consciousness, of a
2 biochemical physiology within the body and the brain precipitated by an evolved and
3 nurtured cognitive neural circuitry. Emotions, feelings, and moods are perceptions of an
4 internal state of biology *precipitated by cognition*. Homer's emotions, feelings, and moods
5 are a carefully nurtured neurolinguistic cognitive construct of the mind. Contrary to the
6 linguistics of Homer, emotions are not causal, and they are neither destructive nor
7 constructive; rather, they are indicators of the presence of very real destructive and
8 constructive – and causal – cognitive behaviors. The correlations among cognition, a
9 biochemical physiology of the brain and body, good- and bad-feeling emotions, and
10 consciousness are a result of millions of years of evolutionary survival for the health and
11 well-being of the individual. The question is, how will today's ever-changing technical and
12 political cultures and societies understand, nurture, and develop these same necessary
13 correlations?

14
15 *Do not fixate on the broken and mangled hand, for it is indeed a*
16 *soreness to any beholder. The message is not within the hand, nor*
17 *within the moon and stars at which it points but lies within another*
18 *Universe that surrounds us – known only through its quiet revelations.*

1 **Subject:** Emotions as both causal to and the effect of the same biological change is not
2 science.

3 **Date:** 2020-07-11
4

5 *Emotions as used in science are both causal to the biological change that drives behavior*
6 *and the effect of the same biological change that a person feels. Emotions as both causal to*
7 *and the effect of the same biological change is not science. That is, the logical conclusion of*
8 *psychological emotional theory is that emotions, feelings, and moods are perceptions of an*
9 *internal state of biology precipitated by emotion, feelings, and moods. (reference:*
10 *“Emotions-as-Effect Theory: The Linguistic Semantics Between Emotional vs. Cognitive*
11 *Regulation)*

12
13 Dear Professor,
14

15 Since I began voicing my concerns over psychological and pharmaceutical
16 therapeutic methodologies erroneously based within causal aberrant and destructive
17 emotions, over a million (*MILLION*) Americans have committed suicide, millions of other
18 people have been put in incarcerating conditions that only amplify their psychological
19 injuries, and mass shootings continue with no review of the psychological environments that
20 are fostering all of these atrocities and that are oblivious to emotions’ evolutionary design.
21 Lack of academic questioning and review of psychological and pharmacological emotional
22 theory is a true crime against humanity.
23

24 *The “science” of emotional regulation kept me imprisoned in a living hell.*
25

26 *My psychologist gave me a life sentence: psychotic mania of bizarre realities,*
27 *listening to voices, and a split personality with blackout periods when someone else was at*
28 *the helm. And then there was the disassociation and suicidal depression. I “awoke” with a*

Dear Professor: *Emotions as Both Cause and Effect is not*

1 *rope in my hand when a voice asked, "Can you go on?" I said, "Yes," and got myself to the*
2 *mental hospital*

3 *The "logic" of cognitive regulation through emotional biofeedback set me free.*

4
5 It was the application of a psychology and pharmacology based in emotional
6 regulation that maintained my illness for nearly twenty years. With the help of my therapist,
7 Sharon Ferrell, LMFT, and psychiatrist, Dr. Angel Rodriguez-Chevres, MD, and a
8 psychology and pharmacology based in cognitive regulation through an evolved emotional
9 biofeedback system that cured – yes, you should learn to use that word, cured – seventeen
10 years of psychotic mania and suicidal depression. I saw my last therapist, psychologist, and
11 psychiatrist in 1996 and I have been medication free and without disassociation, depression,
12 or mania episodes since those days of mental insanity.

13
14 I have attached 1) the foundational bases of my cure and of psychology's erroneous
15 science, emotions-as-effect theory (8700 words), 2) a more involved memoir of my story
16 (4600 words), and 3) an un-edited manuscript of a book that advances the discussion and
17 application of emotions-as-effect theory, *Symbiotic Psychology: The Synergy Between, Mind,*
18 *Body, Emotions, and Consciousness.*

19
20 Emotions-as-effect theory reconstructs the evolutionary bases of good- and bad-
21 feeling emotions as the perception, by consciousness, of a biochemical physiology within the
22 body and the brain precipitated by an evolved and nurtured cognitive neural circuitry.
23 Emotions, feelings, and moods are perceptions of an internal state of biology precipitated by
24 cognition.

25
26 Passionately,

27
28 Andrew O. Jackson

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

Dear Professor: *Emotions as Both Cause and Effect is not Science*



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24

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. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a while longer. He replied, “Yes” and got himself to a hospital.

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 for his biochemical, neurological, and physiological state of being. After a couple more psychotic episodes – one that landed him in the El Paso county jail and led to a divorce from his first wife – and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication free and without disassociation, depression, or mania episodes since 1996.

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 as current psychological academia prescribes, have evolved to guide cognitive behavior for the health, well-being, and prosperity of the individual.

Dear Professor: *Emotions as Both Cause and Effect is not*

1 He has an MS in Technology Education and an MS in Management Technology from
2 the University of Wisconsin – Stout. He was a high school shop teacher, a college CAD
3 (computer aided design) instructor, a guest instructor in China teaching quality and inventory
4 management, and a quality manager at an OEM (original equipment manufacturer). He is
5 now happily married and retired from mechanical engineering, spending his summers sailing
6 and winters alpine skiing.

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

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

5 *Any attempt to understand and affect the internal human*
6 *environment must be taken with an understanding of the changing*
7 *biochemical/physiological conditions of that environment as indicated*
8 *by an evolved emotional neurocircuitry of the human body.*
9

10 Dear Professors of Internal Medicine,
11

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

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

23 **Linguistics of Shakespeare:**

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 Austen's
27 *Pride and Prejudice* – impacted their current understanding and scientific research about
28 emotions and cognition? A shared cultural and linguistic development of core beliefs and
29 conceptual understandings about emotions is required for young students to comprehend and

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

6 7 **Emotions as Causal:**

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

14 15 **Emotions as Effect:**

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

21 22 **Feeling Emotions and Feelings:**

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

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

Dear Profs. of Internal Medicine: *Mind, Body, Emotions, and Consciousness Symbiosis*

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
 8 cognitive activities on how to obtain or create food and shelter were to only continue the
 9 emotional pain and misery, would such creative thought necessary for survival continue?
 10 Therefore, thought and imagination that pivots cognition from the negative feeling problem
 11 to the 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,
 14 cognitive 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. Emotions as being both cause and effect is problematic in
 28 scientific discussion. A distinction must be made: are we discussing emotions as causal or
 29 are we discussing emotions as effect?

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Cognition as Cause, Emotions as Effect:

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Dashboard Analogy:

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

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

Emotions are akin 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 nor destructive, but has mechanically evolved to bring to conscious awareness any potential problems within the engine, that if left unresolved, will lead to mechanical breakdown and failure – akin to what is observed in the biology of depression and anxiety that leads to suicide. Are people also ignoring, covering up, or taping over an emotional check-engine-light that signals biological susceptibility to illness, disease, and cancer?

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

1 remedial action is not taken – of potential engine damage because of existing physical
 2 conditions. The light is not destructive and does not need control, management, nor
 3 regulation. The light provides an invaluable service for the health and well-being of the
 4 engine. To ignore the light or to take action upon the light, that is, to control, manage, or
 5 regulate the light itself would be detrimental to the survival of the engine.

6
 7 **The Illusion of Emotions as Aberrant and Destructive:**

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

16
 17 Because cognition is causal to activating the emotional neurology that precipitates
 18 biological changes in which consciousness perceives and conceives as emotion, cognition
 19 can be aberrant and destructive, not emotions. Emotions are an effect. Cognition is cause.

20
 21 **Summary:**

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

29 Emotions from a scientific point of view – *not from the literary paradigm we have*
 30 *learned from birth* – cannot be destructive nor aberrant because they are not causal. Emotions

1 are the effect of cognitive causal activity. It is cognitive activity that can be destructive and
2 aberrant. Emotions are but a reflection of that activity. And most important, emotions can be
3 used to understand, guide, reframe, and refine that emotionally negative cognitive activity
4 into emotionally positive activity. It becomes behooving upon society to educate and train its
5 citizenry of the nature of emotions and how to effectively use emotions towards one's own
6 health, well-being, and prosperity as well as for the health, well-being, and prosperity of the
7 culture/society in which they live. *Symbiotic Psychology* was written to begin this transition
8 from emotional self-indulgence reinforcing psychotic cognitive activity to emotional self-
9 awareness and cognitive transformation guiding behavior towards health, wealth, and well-
10 being.

11
12 **My Appeal:**

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

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

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

27
28 Emotions cannot be used to guide cognition as long as emotions are deemed aberrant
29 and destructive because emotions are erroneously understood as changing biology. There is
30 an emotional neurology that is activated by cognitive activities and this emotional brain does

Dear Profs. of Internal Medicine: *Mind, Body, Emotions, and Consciousness Symbiosis*

1 change and maintain a biochemical physiology but this causal emotional biology is not the
2 conscious perception of emotional awareness called emotions.

3
4 This letter is my appeal for your understanding. I have done my best to outline the
5 problem of modern psychological theory of emotions. I cannot change the embedded
6 cognitive constructs of emotions within academia, but you can.

7
8
9 Passionately,

10
11 Andrew Jackson

12 M.S. Technology Education

13 M.S. Management Technology



14
15
16 *It was not the science of emotional regulation within psychological and pharmaceutical*
17 *therapies that freed me from the torturous and traumatic brutality of nearly twenty years of*
18 *psychotic mania and suicidal depression, but the logic and wisdom of cognitive regulation*
19 *through the emotional effect within psychological and pharmaceutical therapies.*

1

1 and surprise contemplate an alternative paradigm contrary to his/her original basic
2 beliefs?

3 Professor Antonio Damasio sets up my issue with the modern psychological theory
4 of emotions at the very start of his book, *The Feeling of What Happens: Body and*
5 *Emotion in the Making of Consciousness* (Damasio, A., 1999).
6

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

15 I apologize if I have mis-understood his thesis. I will paraphrase:
16

17 He has 1st) “emotions induced in the brain”, 2nd) “consequent bodily changes”
18 and 3rd) “feeling could become *known* to the organism having the emotion.” He has
19 defined emotions as causal to the biological changes that a person then feels as emotions.
20 This suggests to me that emotions are both cause and effect.
21

22 This is a problem. A person cannot have an emotional reaction to a snake unless
23 there first are the cognitive activities of perceiving a snake, understanding that it is a
24 snake, and the realization that the snake can be harmful. Only after these cognitive
25 activities actuate an emotional neurology can there be biological changes. Actuating an
26 emotional neurology is not an emotion until these biological states are perceived,
27 understood, and realized as an emotion. I realize that a snake can also be causal to a
28 reflexive action, but even here, the reflexive action cannot occur until there is first the
29 cognitive perception – or cognitive imagination – of the snake.
30

To: Neuroimaging Researchers: Defining cause/effect relationships

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

7
8 The same lack of clarity arises within the all-encompassing cause/effect order
9 within the “environment” of “thoughts, physical reactions, moods, and behaviors” of *Mind*
10 *over Mood* (Greenberger, D., Padesky, C., 2016). This lack of a distinct cause/effect order
11 lies in part, or maybe because of, the commonly accepted cause/effect relationship as
12 illustrated in *Cognitive Behavior Therapy: Basics and Beyond* (Beck, J., 2011) where
13 emotion is characterized as causal to the effect physiological response.

14
15 Is it possible the terminology of emotions, like happiness, sadness, fear is but
16 a neuro-linguistic cognitive construct that combines the (1) awareness and
17 perception of a specific set of biological changes with the (2) awareness and
18 perception of a specific set of cognitive activities? And therefore, emotions such as
19 happiness and fear are but an illusionary placeholder, an imaginary variable
20 implying causality to biological change. And, the real cause of biological
21 states/changes are the cognitive activities of knowing and awareness, namely,
22 perception, recognition, conceiving (which includes imagination and inspiration) and
23 reasoning (Encyclopedia Britannica, Cognition: thought process) where
24 understanding and comprehension can project future consequences and events. I
25 believe I understand Professor Damasio’s use and need for “emotional induction”.
26 But why even have “emotions induced in the brain” to initiate bodily changes? I
27 prefer manipulating a more common terminology such that (1st) the neural circuitry
28 of cognitive activities (2nd) activate an “emotional neural network” that (3rd) initiates
29 biological changes. Then, more in keeping with common linguistic programming,

1 these bodily changes can be (4th) perceived by consciousness as emotions and
2 feelings.

3
4 That is, a person feels, perceives, or is aware of emotions and feelings such that:

- 5
6 1) Emotions and feelings are the perception by consciousness of biological states and
7 changes within the body/brain's biology precipitated by cognitive activities through an
8 "emotional neural circuitry".
9
10 2) Or, simply, cognition changes the biology that consciousness then perceives as
11 emotions/feelings.
12

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

27 I must introduce a new concept here that defines good feeling emotions and bad
28 feeling emotions because within this understanding are the keys to transcending
29 destructive aggressive and abusive behavior. Good feeling and bad feeling emotions have

To: Neuroimaging Researchers: Defining cause/effect relationships

1 a biological significance. Good emotional feelings correlate with a healthy biology and
2 negative emotional feelings correlate with an unhealthy biology. I will explain.

3
4 If good feeling emotions correlated with an unhealthy activity – such as not eating
5 – the body, if the feelings were followed, would die. Conversely, if bad feeling emotions
6 correlated with a healthy activity – such as breathing – the body, if the feelings were
7 followed, would not survive. These scenarios are unreasonably extreme but this logic can
8 be applied to any of numerous more sensible psychological scenarios. Therefore, for the
9 body to survive the evolutionary process, good feeling emotions must correlate with
10 healthy biological activity and bad feeling emotions must correlate with unhealthy
11 biological activity.

12
13 The same logic goes for cognitive activity. If a person is cold and hungry and
14 cognitive activities of imagination on how to obtain or create food and shelter were to
15 emotionally feel painful and miserable, would such creative thought necessary for survival
16 continue? Remember that within the evolutionary process, any original outcome is
17 possible but those outcomes detrimental to survival tend not to survive.

18
19 From an individual biological perspective, if it feels good, it is good. An individual
20 must learn how to reframe emotionally negative cognitive activity into “appropriate”
21 emotional positive cognitive activity. Individuals must learn how to effectively use
22 emotions to guide cognitive activity. From a societal perspective, it behooves the
23 culture/society to teach individuals how their decisions towards their own health,
24 prosperity, and well-being are intertwined with society’s health, prosperity, and well-
25 being.

26
27 Within humanity’s current neuro-linguistically programmed paradigm of emotions,
28 emotions must be controlled, managed, and regulated because destructive emotions drive
29 aggression. In my book, *Symbiotic Psychology: The Synergy Between Mind, Body,*
30 *Emotions, and Consciousness*, I develop a different paradigm where emotions and their

1 attribute of feeling good or feeling bad have an evolved symbiotic relationship with the
2 mind and body and emotions are used to guide one's conscious choice of cognitive
3 behaviors to promote health, prosperity, and well-being for the benefit of the individual as
4 well as for his/her society and culture at large. (The latest revision of my book is freely
5 available as a PDF download on: <https://symbioticpsychology.com/> or [https://emotional-](https://emotional-evolution.com/)
6 [evolution.com/](https://emotional-evolution.com/))

7
8 The significance of this distinction between an adversary relationship with
9 destructive emotions that must be controlled versus a symbiotic, synergistic relationship of
10 emotional biofeedback is profound. Within the current linguistic usage of the word
11 emotion and its more precise negative variants such as fear, anger, and hate, the human
12 mind is continually being linguistically reprogrammed to shut off a biological feedback
13 mechanism that, internally, protects the body and, externally, protects the culture and
14 society one inhabits by promoting positive behavior. That is, for the survival and health of
15 the individual, emotionally negative and destructive cognitive behaviors must be reframed
16 into emotionally positive and constructive behaviors. This reconstituted negative, abusive,
17 and adverse behavior into healthy and constructive behavior will then extend culturally
18 outward and reshape society.

19
20 I realize that a researcher's life's work may prevent some significant resonance
21 between definitions within academia but I am finding everybody in academia has a life's
22 work into their own working paradigms that is preventing some very important discussion
23 and communication and, therefore, some very serious issues within psychological and
24 psychiatric therapies are not being addressed.

25
26 I welcome any thoughts any researcher may have and since I am retired – from
27 mechanical engineering – I am generally free for any discussions.

28 Somewhere, sometime, somehow, academia must find some common ground.
29 Since I began voicing my concerns over psychological and pharmaceutical therapeutic

To: Neuroimaging Researchers: Defining cause/effect relationships

1 methodologies erroneously based within causal aberrant and destructive emotions, over a
 2 million (*MILLION*) Americans have committed suicide, millions of other people have
 3 been put in incarcerating conditions that only amplify their psychological injuries, and
 4 mass shootings continue with no review of the psychological environments that are
 5 fostering all of these atrocities and that are oblivious to emotions' evolutionary design.
 6 Lack of academic questioning and review of psychological and pharmacological
 7 emotional theory is a true crime against humanity.

8
 9 Passionately,

10
 11 Andrew Jackson
 12 M.S. Technology Education
 13 M.S. Management Technology



14
 15
 16 Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: The
 17 Guilford Press

18 Damasio, A. (1999). *The Feeling of What Happens: Body and Emotion in the Making of*
 19 *Consciousness*. New York, NY: A Harvest Book Harcourt, Inc.

20 Greenberger, D. & Padesky, C. (2016). *Mind over mood*. New York, NY: The
 21 Guilford Press

22 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

Dear Profs. of Internal Medicine: *Mind, Body, Emotions, and Consciousness Symbiosis*

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

1 **To:** Human Rights Activists

2 **Date:** 2019-11-13

3

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

5

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

9

10

Discussion:

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

21

22

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27

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

28

29

Emotions are not causal to behavior. Emotions are an effect of potentially very destructive cognitive behavior. It is cognitive behavior that changes a person’s biology that

1 drives a person and culture towards insane behaviors, not emotions. Emotions are but the
2 consciousnesses perception of these biological changes that are precipitated by cognitive
3 activities. Cognition is causal to the effect emotion.
4

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

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

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

26 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
27 activities on how to obtain or create food and shelter were to emotionally feel painful and
28 miserable, would such creative thought necessary for survival continue?
29

To Human Rights Activists: *Linguistics of Emotions Subverting Human Rights*

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

5
 6 Within humanity’s current neuro-linguistically programed paradigm of emotions,
 7 emotions must be controlled, managed, and regulated because destructive emotions drive
 8 aggression. Within this new paradigm, emotions have developed a symbiotic relationship with
 9 the mind and body to promote health, prosperity, and well-being.

10
 11 The significance of this distinction is profound. Within the current linguistic usage of the
 12 word emotion and its more precise negative variants such as fear, anger, and hate, the human
 13 mind is continually being linguistically reprogramed to shut off a biological feedback
 14 mechanism that, internally, protects the body and, externally, protects the culture and society one
 15 inhabits by promoting positive behavior. That is, for the survival and health of the individual,
 16 emotionally negative and destructive cognitive behaviors must be reframed into emotionally
 17 positive and constructive behaviors. This reconstituted negative, abusive, and adverse behavior
 18 into healthy and constructive behavior will then extend culturally outward and reshape society.

19
 20 Note: for a more detailed argument and understanding of emotions as the perception of
 21 biological changes caused by cognitive activities, see the attached files:

- 22
 23 1. “Dear Scientific Community” (also found in the Symbiotic Psychology book)
 24 a. Subject: Can the world psychological/linguistic communities standardize the
 25 definition of “emotion” within the cause/effect relationship between cognition,
 26 biology, emotion, and consciousness?
 27 2. “PHAA”: Public Health Awareness Announcement (also found in the Symbiotic
 28 Psychology book)
 29 a. Subjects: Health Hazards of a 3000-year-old neuro-linguistic paradigm of
 30 emotions used as science.

To Human Rights Activists: *Linguistics of Emotions Subverting Human Rights*

1 Emotions are but a reflection of that activity. And most important, emotions can be used to
2 understand, guide, reframe, and refine that emotionally negative cognitive activity into
3 emotionally positive cognitive activity. It becomes behooving upon society to educate and train
4 its citizenry of the nature of emotions and how to effectively use emotions towards one's own
5 health, well-being, and prosperity as well as for the health, well-being, and prosperity of the
6 culture/society in which they live.

7
8 Symbiotic Psychology: The Synergy Between Mind, Emotions, Body, and
9 Consciousness, is freely available at my websites: <https://symbioticpsychology.com/> or
10 <https://emotional-evolution.com/>.

11
12 What do you think? What does your class think? You are welcome to share my email to
13 your class that they may respond. Will continual misuse of a word further the atrocities and
14 abusive behavior by aggressors, despots, and terrorists around the world who thrive on the
15 emotion's current erroneous cause/effect dichotomy? Do words matter?

16
17 Sincerely,

18
19 Andrew Jackson

20 M.S. Technology Education

21 M.S. Management Technology



1

1 **To:** Psycholinguistic Communities

2 **Subject:**

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

7 **Date:** rev2019-11-09a

8

9 **Research Feedback:**

10 If you are interested in adding to my research by sending to me your own working,
11 research, or personal literary definition of “emotions”, or its reference, I would be
12 very thankful. Mine is at the end of this email.
13

13

14 **Unsubscribe:**

15 “UNSUBSCRIBE” is at the bottom of this email.
16

16

17 **Analogy:**

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

25

26

Abstract:

27 1) Current use of the word “emotion” as used in science and literature lacks a clear
28 cause/effect relationship between the cognitive activities, biological responses,
29 emotions, and consciousness awarenesses and even imply a meaning where

To Psycholinguistic Communities: A Standard Cause/Effect Definition of Emotions?

1 emotions are both cause and effect. There are efforts to remedy this conflict. (Beck,
2 J., 2011), (Greenberger, D. & Padesky, C., 2016).

3
4 a. If emotions are causal to the body/brain's biological changes then emotions
5 can be destructive and in possible need of emotional management, control,
6 and regulation as currently developed in *cognitive* behavior therapies.

7
8 b. If cognition is causal to the body/brain's biological changes and emotions are
9 the perception of this change, then cognition – not emotions – can be
10 destructive and in need of cognitive management, control, and regulation.

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

21
22 3) I propose the following definition:

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

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

27 c. These definitions can be further advanced to include the variety of
28 neurological networks and bio-chemistry involved within the development of
29 an emotional feeling perceived by consciousness.

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1 such as in Homer's *Iliad* – I wish to break up emotions into their events. Each event or stage
 2 of the emotional process can be understood and dissected into their own greater
 3 understandings. Within each of these understandings are areas of self-mastery towards one's
 4 own self-empowerment, health, and well-being.

5
 6 From a scientific perspective, it is unreasonable to have a term such as emotion that as
 7 a process it is its own cause and effect. The cause, cognitive activities, must be separated
 8 from its effect, brain/body biological changes. Also, these brain/body biological changes are
 9 causal to “emotional” feeling awareness must be distinguished as another cause/effect
 10 relationship.

11
 12 From a scientific viewpoint it becomes advantageous to redefine emotions not as a
 13 process and series of events and being both cause and effect, but as the *end result* of this
 14 process and series of events:

- 15
 16 1. Emotions are the perception of biological states/changes precipitated by
 17 cognitive activities.
- 18
 19 2. Cognitive activities precipitate brain/body biological states/changes that
 20 consciousness perceives as emotions.

21
 22 Emotions, from the neuro-linguistic paradigm as used in literature where emotions can
 23 readily be destructive and aberrant and in need of emotional control and emotional regulation
 24 is a different linguistic paradigm than that which I am using scientifically. Here, cognitive
 25 activities, not emotions, can be destructive and aberrant because they are causal to the
 26 biological states/changes perceived by consciousness. Biological states/changes perceived by
 27 consciousness can now be linguistically understood as emotion. Here, cognitive activities can
 28 be destructive and aberrant and in need of cognitive control and cognitive regulation.
 29 Emotions become nature's biofeedback mechanism adding a new dimension of
 30 understanding of an individual's cognitive activities.

1

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

6

7 There becomes a hugely significant role emotions have evolved into. I must introduce a
8 new concept here that defines good feeling emotions and bad feeling emotions. Good feeling
9 and bad feeling emotions have a biological significance. Good emotional feelings correlate
10 with a healthy biology and negative emotional feelings correlate with an unhealthy biology.
11 I will discuss this.

12

13 If good feeling emotions correlated with an unhealthy activity – such as not eating – the
14 body, if the feelings were followed, would die. Conversely, if bad feeling emotions
15 correlated with a healthy activity – such as breathing – the body, if the feelings were
16 followed, would not survive. This logic can be applied to any of numerous
17 cognitive/biological/emotional/consciousness-awareness scenarios. Therefore, for the body
18 to survive the evolutionary process, good feeling emotions must correlate with healthy
19 biological activity and bad feeling emotions must correlate with unhealthy biological
20 activity.

21

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

27

28 From an evolutionary biological perspective, if it feels good, it is good. Therefore,
29 cognitive activity – for societal and cultural ethical advancement – must learn how to reframe
30 emotionally negative cognitive activity into “appropriate” emotional positive cognitive

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1 activity. We as individuals in a society must learn how to effectively use emotions to guide
2 cognitive activity and give meaning to the song, "Ac-Cent-Tchu-Ate the Positive".

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

13
14 **Wrap-Up:**

15 The book I have written for the common health, well-being, and prosperity of all
16 individuals extends my paradigm of emotions into a psychology where emotions have a
17 synergistic relationship with the mind and body that consciousness can use towards its own
18 enrichment. By dissecting the emotional process into its elements, emotions can become a
19 very useful tool. This book is called *Symbiotic Psychology: The Synergy Between Mind,*
20 *Body, Emotions, and Consciousness*. Updated versions can be freely downloaded on
21 <https://symbioticpsychology.com/>.

22
23 I truly hope the world scientific community of psychology and linguistics can realize
24 a common definition of emotions for the good of all beings. I can only trust that the
25 appropriate people and organizations will take any necessary action. As I explained in my
26 previous email (2019-10-29: "Cognition creates the biology that stimulates the emotional
27 neurology consciousness then perceives"), current emotional paradigms can be destructive to
28 you, your family, and your society. Let's all make an effort to rectify this.

1 Passionately,

2
3 Andrew Jackson

4 <https://symbioticpsychology.com/>

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



6
7
8 *Emotions-as-Effect Theory*

9
10 *Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are the*
11 *perception, by consciousness, of a biochemical physiology within the body and the brain*
12 *precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions and*
13 *feelings are perceptions of an internal state of biology precipitated by cognition, emotions*
14 *and feelings are a reflection of, and give insights into, the nature of this cognitive behavior.*

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

25
26
27
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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.

4
5 **Subjects:**

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

8 2) Cognition stimulates the emotional neurology that creates the biology consciousness
9 then perceives as good and bad feeling emotions.

10
11 **Date:** 2019-10-28

12
13 **Health Hazards of a 3000-year-old neuro-linguistic paradigm of emotions:**

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

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

Public Awareness Announcement: *Psychological emotional theory can be harmful*

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

11
12 **C.** Emotions are not being utilized to guide cognitive activity as they have evolved to
13 do so.

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

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

21 (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
27 **E.** If irregular cognitive behaviors are left unaddressed without proper psychological
28 counseling and therapy because emotional reflections of aberrant mental and
29 physical behaviors are ignored or camouflaged with pharmaceuticals, cognition
30 may fester unabated and create a myopic vortex of circular mental and physical

1 behaviors. This psychosis can break out with disastrous consequences to the
2 patient and to others, who may become characters in a manically-conceived
3 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,
7 that is, emotional disorders that are hard to treat. (Rerman, 1997)

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

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

12 **iii.** An emotional disorder would only exist if emotional feedback on
13 biological state/changes were corrupted, akin to near-sightedness or far-
14 sightedness.
15

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

24 **i.** If mental illness is defined as the lack of ability for an individual to
25 constructively respond to their own biologically evolved emotional effect
26 neurology (as it should be), then all these “potential risk factors” ARE a
27 mental health condition.
28

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

Public Awareness Announcement: *Psychological emotional theory can be harmful*

- 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
 3 an intent to empower cognitive/emotional behavior for the health and
 4 well-being 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,
 7 and understandings of their evolved emotional system to make better
 8 choices for 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
 13 and to get self-absorbed into the problem rather than the solution.
 14 Cognitively dwelling and focusing on the problem precipitates a biology
 15 that actuates the neurology of negative emotions where any solutions can
 16 not present themselves. This problem amplification creates an individual
 17 and community vortex of poverty where negative feeling emotions
 18 continue to spiral downward creating emotional conditions that act as a
 19 barrier to any helpful 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
 23 their disadvantaged conditions because an impoverished mind lacks the ability to
 24 respond 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
 29 towards emotionally positive feelings. The healthy, wealthy, and wise
 30 have realized, consciously or unconsciously, this cognitive capacity to

1 move out of their impoverished and emotionally negative mind. The rest
2 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
13 million cases) and breast (2.09 million cases). (WHO, Cancer key facts)
14 None of the correlated risk factors include the presence of negative
15 emotions which is a direct indicator of a biological weakness and
16 vulnerability.

17

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

23

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

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

Public Awareness Announcement: *Psychological emotional theory can be harmful*

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*
 3 over 3000 years ago. Even today, our “scientific” conception of emotions
 4 has been neuro-linguistically molded from childhood through family
 5 interactions and in later years through reading and neurolinguistic
 6 comprehension of literary works such as Dickens’s *Great Expectations*,
 7 Lee’s *To Kill a Mocking Bird*, 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
 13 of 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
 18 adds to their financial health and well-being could inately be taken as
 19 fiduciary irresponsible and even criminal.

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

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

- 28 • the 47,000 people who are going to kill themselves in the USA next year? (AFSP,
 29 Suicide Statistics).
- 30 • 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
9 awareness of feeling good or feeling bad as biofeedback to guide cognitive activity and to
10 create a biology of health, prosperity, and well-being?

11

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

18

19 **"Find a Better Feeling Thought"** (Hicks, & Hicks, 2006)

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

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

1 **Current Erroneous Emotional Paradigm:**

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

9
10 But these practices and therapies are limited because they fail to comprehend
11 emotions’ evolutionary role of guiding cognitive behavior and that emotions are the
12 perception of biological states/changes precipitated by cognitive activities.

13
14 **Emotions as the perception of biological states/changes precipitated by**
15 **cognitive activities:**

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

26
27 *Not until the illusion of emotions is understood, will the power of emotions be revealed and*
28 *the efficacy of evidence-based therapies be realized.*

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

8

9 **Symbiotic mind, body, emotions, consciousness synergistic paradigm:**

- 10 1) Emotions cannot be destructive, nor constructive, in themselves because emotions
 11 are consciousness's awareness of a biochemical physiology precipitated by
 12 destructive, or constructive, *cognitive* activities.
- 13 2) Negative feeling emotions are indications that abusive and damaging *cognitive*
 14 *behavior* is creating unhealthy and destructive biochemical/physiological
 15 conditions.
- 16 3) A person cannot be “emotionally out of control”; that is a misnomer.
 17 a. Since emotions are the awareness of biological states/changes precipitated by
 18 cognitive activities, instead of a person being emotionally out of control, they
 19 are cognitively out of control.
- 20 4) Emotions are what a person feels.
- 21 5) Cognition is about what a person thinks.
- 22 6) Emotions either feel good or feel bad.
- 23 7) Cognition deals with the processes of knowing and awareness, namely, perception,
 24 recognition, conceiving (which includes imagination and inspiration) and reasoning
 25 (Encyclopedia Britannica, Cognition: thought process) where understanding and
 26 comprehension can project future consequences and events. Emotions are the
 27 perception of biological states/changes precipitated by cognitive activities.
- 28 8) Emotions can change biology through a cognitive awareness of these same
 29 emotional feelings, much like a microphone/speaker reverb feedback loop.

- 1 9) Words that describe emotions such as love, joy, excitement, hate, and anger are
2 neuro-linguistically an association between the awareness of emotional perceptions
3 and an awareness of cognitive activities.
- 4 10) Self-indulgence in continual fear *IS* a mental illness.
- 5 11) Mental illness is the lack of mental well-being where a person has become
6 incapable of responding to their emotions – responding not as emotions have been
7 linguistically programed from birth but responding as emotions have evolved
8 through the ages – to guide one’s own cognitive activities towards physical and
9 mental health, wealth, and well-being.
- 10 12) Mental illness is defined as the inability of an individual to constructively respond
11 to their own evolved emotional biological neurology of awareness with the
12 understanding that “constructively” is very subjective.
- 13 13) Neuroplasticity is the fact that the brain can rewire itself. (Begley, 2013;Doidge,
14 2015)
- 15 14) The https://emotional-evolution.com/wp-admin/edit.php?post_type=page neural
16 networks that supported a reality and the cause of violent behavior yesterday, those
17 same neural networks have the physical capacity to change today and to no longer
18 have the capacity to support that violent reality and behavior tomorrow.
- 19 15) The neural networks that supported a reality and the cause of nonviolent behavior
20 yesterday, those same neural networks have the physical capacity to change today
21 and to no longer have the capacity to support that non-violent behavior tomorrow.
- 22 16) What is criminal justice without positive neuroplastic growth and change?
- 23 17) Neuroplastic capacity of learning is accentuated with positive emotional feelings
24 which signify a healthy biology, and suppressed with negative emotional feelings
25 which signify an un-healthy biology. (Katz, Sprang Cooke, 2012, Sept).
- 26 18) Negative emotions are negative because of what negative emotions are. By the
27 necessity of surviving the evolutionary process, emotionally negative feelings have
28 an evolved correlative relationship with (1) a dis-harmonious and un-healthy
29 biology and (2) its consciousness awareness thereof while (3) being aware of and
30 focusing upon that which is not wanted.

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- 1 19) Positive feeling emotions are positive because of what positive emotions are. By the
2 necessity of surviving the evolutionary process, emotionally positive feelings have
3 an evolved a correlative relationship with (1) a harmonious and healthy biology and
4 (2) its consciousness awareness thereof while (3) being aware of and focusing upon
5 that which is wanted.
- 6 20) Positive feeling emotions are the awareness of potentially harmonious and healthy
7 biological states/changes of the body/brain.
- 8 21) Negative feeling emotions are the awareness of potentially, if left unabated, dis-
9 harmonious and unhealthy states/changes of the body/brain.
- 10 22) The burden of emotional negativity that comes from dwelling upon unwanted and
11 undesirable conditions creates its own vortex of cognitive and physical behaviors
12 that disallow a reconstructive awareness and action upon desirable cogitative and
13 physical behaviors. (Katz, Sprang, Cooke, 2012)
- 14 23) By moving thought and debate up into the “mammalian brain”, a ‘what feels good
15 is good’ mentality can expand into a broader and greater awareness of both short
16 and long-term consequences so that decision-making and action can mature into
17 greater complexity and imagination and have a passionate foundation for existence.
18 (Laurent, 2016), (Naumann, 2015)
- 19 24) Dis-harmonious and unhealthy body/brain conditions, as indicated by negative
20 feeling emotions, are susceptible to illness, disease, and cancer.
- 21 25) Harmonious and healthy body/brain conditions, as indicated by positive feeling
22 emotions, are resilient to illness, disease, and cancer.
- 23 26) Any assessment of physical health and wellbeing or illness, disease, or cancer,
24 and/or potential risk of illness, disease, or cancer must include an assessment of
25 long-term emotional changes/states of being.
- 26 27) Well-being and the success of any professional therapy, mental or physical, is not
27 defined by the absence of illness or symptoms but by the presence of health, vigor,
28 and joy along with the presence of the necessary cognitive skills, abilities, and
29 motivation to nurture these conditions by employing one’s own emotional
30 biofeedback.

- 1 28) The ability to reconstruct emotionally negative cognitive activities and awareness to
2 emotionally positive cognitive activities and awareness can be nurtured, learned,
3 and developed.
- 4 29) Section 8.2: “Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka,
5 Wellness Training (Your Superhero Toolkit)” of the *Symbiotic Psychology* text
6 outlines a multiple number of disciplines each containing any of a number of
7 techniques that are currently available to reconstruct emotional negative cognitive
8 activities.
- 9 30) The best “cure for cancer” may just be a cognitive awareness and response to one’s
10 own constructive emotional effect, i.e., “the best defense is a good offence”.
- 11 31) “Happy” people – those without the continuous burden of emotionally negative
12 cognitive activities – are healthier, more prosperous, and more successful in life.
13 (Lyubomirsky, King, Diener, 2005)
- 14 32) Emotions have evolved to guide cognitive behavior but, beware of the “Dark Side”
15 of the emotional effect (*Symbiotic Psychology: The Synergy Between Mind, Body,*
16 *Emotions, and Consciousness*, Section 9).
- 17 33) Cognitive activities can change.

18 **Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka,**
19 **Wellness Training:**

20 Why are there not wellness training and self-empowerment education classes in
21 every public school in the nation? Why is the significance of emotional awareness and its
22 correlations to physical health, well-being, social success, and prosperity not being
23 realized nor acknowledged by our mental and physical health academia?
24

25 We must become a nation of self-empowered citizens. Self-empowerment should
26 not be a matter of birth nor luck but a matter of intent and design. Everyone has the
27 power of an evolved emotional biofeedback system, but only a few have become
28 fortunate to realize that power. The strong and powerful should not support the less
29 fortunate, but teach the less fortunate the power, strength, and wisdom that lies hidden

Public Awareness Announcement: *Psychological emotional theory can be harmful*

1 within their biological neural networks of emotions. Humanity’s emotional biofeedback
2 system is the pinnacle, and has the power, of hundreds of millions of years of successful
3 evolutionary conflict and survival. Let those that have realized that power, teach that
4 power.

5
6 The first “Council on Youth Fitness” was created by President Eisenhower.
7 President Kennedy, who changed the its name to "The President's Council on Physical
8 Fitness", wrote over 50 years ago in Sports Illustrated, “We do not want in the United
9 States a nation of spectators. We want a nation of participants in the vigorous life. We are
10 under-exercised as a nation; we look instead of play; we ride instead of walk... Physical
11 fitness is the basis for all other forms of excellence.” (JFK Library, *Physical fitness*)
12

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

23 Section 8.2: Cognitive-Emotional Rehabilitation and Strengthening Exercises,
24 aka, Wellness Training (Your Superhero Toolkit) of the *Symbiotic Psychology* text
25 presents a roadmap guide for understanding wellness training and how a wellness training
26 program can be integrated into education (Jackson, 2019)
27

28 **Summary:**

29 *Well-being and the success of any professional therapy, mental, emotional or*
30 *physical, is not defined with the absence of illness but by the presence of health, vigor,*

1 *and joy along with the necessary cognitive skills, abilities, and motivation to nurture*
2 *these conditions with one's own emotional effect.*

3
4 The acceptance of current psychological and psychiatric theories and practices
5 lies within their successful integration of multiple cognitive constructs within an intuitive
6 linguistic framework. The danger to you and your family lies not with the proven success
7 of psychological theory and practice, but with its lack success. A psychology that is
8 helpful to many may also be fueling the violence, poverty, and ignorance of others
9 because of its lack of understanding and recognition of the hazards of cognitive behavior
10 therapies and their management, control, and regulation of emotions.

11
12 What is lacking is a Detective Columbo like questioning of some very basic
13 assumptions and correlations within current psychological theory that has existed within
14 literary folklore for thousands of years. These assumptions and correlations are still being
15 linguistically programed within students every day in literature comprehension classes
16 around the world.

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

27
28 There is a solution that only mildly disrupts the apple cart and that will maintain
29 the validity of thousands of research papers and advance the future of psychological
30 research and practice into completely new and beneficial paradigms. Instead of emotions

Public Awareness Announcement: *Psychological emotional theory can be harmful*

1 changing biology, cognition changes the biology that consciousness then perceives as
2 emotions. An awareness of the cognitive activity that precipitated any biological
3 changes/states plus an emotional awareness of these same biological changes/states gives
4 rise to emotional intelligence. But it is precisely the management of regulatory emotions
5 rather than the management of the causal cognitive activities from which the biological
6 states/change arose that presents a danger and possible manifestation of destructive
7 behavior.

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

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

28 The great advantage of this paradigm adjustment is that now cognitive behavior
29 therapies are not only an important and necessary tool for physical health and well-being,

1 these therapies may very well prove to be a more effective and robust tool in the
2 treatment of severe bipolar and psychotic disorders, suicidal depression, and other very
3 demanding illnesses. With emotional biofeedback training and with a new battery of
4 pharmaceutical medications emphasizing cognitive self-management, true healing may
5 become the new norm.

6
7 Emotions have evolved to be part of a synergistic whole where cognition,
8 biochemical physiology, emotions, and consciousness work cooperatively in a symbiotic
9 nature for the health and well-being of the individual.

10
11 A more complete discussion can be found in my book, *Symbiotic Psychology: The*
12 *Synergy Between Mind, Body, Emotions, and Consciousness*. This text can be
13 downloaded as a PDF from: <https://symbioticpsychology.com/>.

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

15
16 Passionately,



17
18
19 Andrew Jackson

20 Symbiotic Psychology

21
22 *The greatness of the human life experience emerges from the flames of individual*
23 *desire arising out of hell's fiery conflicts on earth. Intention is forged in these fires.*

24 *Emotional biofeedback aligns our journey with these new intentions. Each*
25 *succeeding generation will have its own mountains to climb and waters to cross*
26 *with their own stars to navigate towards. Intent is that guiding star; and it is our*
27 *emotions that perceive its light. The more joyous the feeling, the more harmonious*
28 *and powerful the wonders revealed through life's journey.*

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1

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
14 conceived 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
20 linguistics and current misrepresentations of the nature of cognition and emotions and their
21 biology within modern psychological and psychiatric theory that also impacts the study and
22 practice 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
27 Austen's *Pride and Prejudice* – impacted their current understanding and scientific research
28 about emotions and cognition? A shared cultural and linguistic development of core beliefs
29 and conceptual understandings about emotions is required for young students to

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

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

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

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

25
26 I am proposing a different emotional paradigm from that which I have just described
27 above. My question to you is: "how does existing emotional ideology as described above,
28 and the resultant linguistic understanding of emotions, impede one's understanding and
29 comprehension of an alternative paradigm, which is similarly developed through scientific
30 principles and logic but which has a different cultural and linguistic basis for

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

1 understanding?” The following is a brief presentation of an alternative understanding of
2 emotions.

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

14
15 Within both paradigms, emotions are perceived – they are a perception of biological
16 conditions – but within this alternative paradigm, emotions are not causing the biological
17 condition. A person cannot have an emotional reaction to an event without first having
18 cognitive awareness and recognition of the event. Cognition deals with the processes of
19 knowing and awareness, namely, perception, recognition, conceiving (which includes
20 imagination and inspiration) and reasoning (Encyclopedia Britannica, Cognition: thought
21 process) where understanding and comprehension can project future consequences and
22 events. It is these cognitive activities which change biochemical physiology and which
23 consciousness subsequently becomes aware of through emotional perception. Awareness of
24 emotions is in itself a cognitive activity, which can further drive neurological activity, thus
25 causing a feedback loop similar to the reverberation effects of a microphone too close to a
26 speaker. But it is still cognition which drives biology, not emotions, and therefore it is these
27 cognitive activities that must be managed, not emotions. Emotions have evolved as a
28 feedback mechanism to guide cognition for the biological health and well-being of the
29 individual.

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

11
12 Science has a moral and ethical responsibility to question, explore and reveal
13 reality's true nature. Contrary to modern psychological beliefs in aberrant and destructive
14 emotions, I propose that it is cognitive behavior that changes the body's biochemical
15 physiology which consciousness is then perceiving as emotions. Emotions don't change the
16 body's biology as modern psychology currently professes and as such emotions cannot be
17 aberrant and destructive. Rather, emotions are indicative of aberrant and destructive
18 cognitive behavior. Emotions are consciousness's perception of biological changes
19 precipitated by cognition. Rather than emotional management, I speak of cognitive and
20 behavior management through the awareness of emotional feedback.

21
22 The significance of this paradigm shift can be further realized within today's
23 psychological and pharmaceutical therapy. If emotions are demonized as aberrant
24 and destructive within an emotional disorder, how can a patient confidently utilize emotions
25 to guide cognitive behavior? If pharmaceutical therapy targets presumed emotional
26 aberrations, the very evolved nature of emotions to guide cognition is sabotaged. Emotional
27 regulation demonstrates a lack of understanding of how emotions have necessarily evolved
28 for the survival and thriving of our species.

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

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

9
10 I am interested in how the researchers within your department might resolve
11 emotions' reconstruction away from an aberrant and destructive linguistic paradigm – and
12 into a paradigm of personal cognitive and behavior guidance for the ***mental and physical***
13 ***health and well-being of an individual*** – within their research, discussions, literary
14 publications and within any evidence-based interventions (EBI) based on a cognitive-
15 emotional correlation.

16
17 Somewhere, sometime, somehow, academia must find some common ground Since I
18 began voicing my concerns over psychological and pharmaceutical therapeutic
19 methodologies erroneously based within causal aberrant and destructive emotions, over a
20 million (*MILLION*) Americans have committed suicide, millions of other people have been
21 put in incarcerating conditions that only amplify their psychological injuries, and mass
22 shootings continue with no review of the psychological environments that are fostering all
23 of these atrocities and that are oblivious to emotions' evolutionary design. Lack of academic
24 questioning and review of psychological and pharmacological emotional theory is a true
25 crime against humanity.

26
27 I have attached the current revision of *Symbiotic Psychology: The Synergy Between*
28 *Mind, Body, Emotions, and Consciousness* (166 pages) below. And for an easy assessment
29 by your students, the book can be downloaded at <http://emotional-evolution.com/>. I have
30 also attached a chapter outline for a quick review of the material.

1 Sincerely,

2

3 Andrew Jackson

4 <https://symbioticpsychology.com/>

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

6

7

8

9

Postscript:

10 “There is a danger of medications *masking* destructive cognitive behaviors that
11 normally are exposed through erratic, abnormal, and convoluted emotional feedback. If
12 these *emotional reflections* of aberrant mental and physical behaviors are ignored or
13 camouflaged with pharmaceuticals and if irregular *cognitive behavior* is left unaddressed
14 without proper psychological counseling and therapy, cognition may fester unabated and
15 create a myopic vortex of circular mental and physical behaviors. This psychosis can break
16 out with disastrous consequences to the patient and to others, who may become characters in
17 a manically-conceived tragedy played out in real life.” (ref: Jackson, A., 2020. *Symbiotic*
18 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. Section 6.2
19 Masking Neurological Processes)
20



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 and

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

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

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

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

Dear Health Care Professional: *Redefining Therapeutic Success*

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

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

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

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

20 Can we reorganize and alter the elements of cognitive behavior therapies
21 without changing the basis of success of these therapies, that is, in their ability to
22 change cognitive activities and cognition, which thereby changes emotional
23 experiences and their correlative biochemical physiology? What if, rather than
24 viewing *emotions* as causal within a loop which produces the
25 biochemical/physiological responses in the brain and body, we were to view *cognitive*
26 *activities* as the producers of these biochemical/physiological responses? Emotions
27 could then be understood to be the perception of these biochemical/physiological
28 responses. The conundrum of emotions both triggering biochemical/physiological
29 responses and being the response to biochemical/physiological changes is relieved,

Dear Health Care Professional: *Redefining Therapeutic Success*

1 and the research on the effectiveness and success of cognitive behavior therapies is
2 maintained as follows:

3
4 *An experience within an environment of core beliefs stimulates thought and other*
5 *cognitive neural network activities. These cognitive activities (perception,*
6 *recognition, conceiving – which includes imagination and inspiration – and*
7 *reasoning) stimulates an “emotional neurology” that initiate a*
8 *biochemical/physiological reaction within the brain and body. It is this biochemical*
9 *physiology of the brain and body that consciousness perceives and experiences as*
10 *emotions and uses to further modify cognitive activity.*

11
12 Negative feeling emotions are indications that abusive and damaging
13 cognitive behavior is creating unhealthy and destructive biochemical/physiological
14 conditions. Furthermore, these damaging biological conditions would worsen if
15 emotional behavior were not to be acknowledged or were to be deliberately
16 suppressed or ignored. This would be especially concerning if emotions were to be
17 managed and controlled by pharmaceuticals, which could easily make any therapeutic
18 discourse of cognitive behavior misleading and even invalid because of the lack of a
19 true cognitive/emotional correlative relationship.

20
21 There is a key difference between the paradigms of “emotions guide cognitive
22 behavior” and “cognitive behavior regulates emotions.” Within the construct of
23 “cognition regulates destructive emotional behavior,” it is the *intellect* which
24 identifies, determines, and defines destructive emotional and biological behavior as
25 well as identifies, determines, and defines the cognitive behavior which causes this

26
27 destructive emotional behavior. Within the construct of “emotions guide
28 cognitive behavior,” it is the very presence of negative *emotions* which identifies,
29 determines and defines destructive cognitive and biological behavior. If emotions are

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

3
4 Emotions provide meaningful and necessary insight into a person's cognitive
5 activities and their resulting constructive or destructive biological and physical
6 activities. Both the therapist and the patient can use emotions to guide personal,
7 psychological, and psychiatric activities. That which feels good is good
8 (biologically), that which feels bad is bad (biologically). Intellect's role, rather than to
9 define and regulate aberrant and destructive emotions, should be found in its creative
10 capacity to define *cognitively* that which is wanted and desired and which feels good,
11 while in keeping with personal and, to some extent, societal and religious ethical
12 codes of behavior.

13
14 The great advantage of this adjustment of a paradigm is that now cognitive
15 behavior therapies may very well prove to be a more effective and robust tool in the
16 treatment of severe bipolar and psychotic disorders, suicidal depression, and other
17 very demanding illnesses. With emotional biofeedback training and with a new
18 battery of pharmaceutical medications emphasizing cognitive self-management, true
19 healing may become the new norm. These new pharmaceuticals should only be used
20 as a temporary crutch to aid the patient's conscious control of cognitive behavior as
21 guided by their own emotional biofeedback system.

22
23 *Well-being and the success of any professional therapy, mental or physical, is*
24 *not defined by the absence of illness but by the presence of health, vigor, and joy*
25 *along with the necessary cognitive skills, abilities, and motivation to nurture these*
26 *conditions by employing one's own emotional biofeedback system.*

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

Dear Health Care Professional: *Redefining Therapeutic Success*

1 Sincerely,

2
3 Andrew Jackson

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

5 <https://symbioticpsychology.com/>



6
7
8
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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
7 have the good life that others have, and you don't. If you are a prisoner in jail, what do you
8 want? If you are angry and mad at everything in the world, what do you want? If you are
9 alone, hiding in a room, never wanting to see the light of day, what do you want? If you are
10 in 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 you
13 want?

14

15 I was mentally insane with delusions and voices flying around my head. I was crying
16 out for God to kill me. I blacked out and awoke with a rope in my hand to make it all end
17 when a voice asked me, "Can you go on?" I got myself back into a mental hospital and
18 stayed alive. I blacked out and awoke in a padded cell. They doped me on medications and
19 minute by minute, hour by hour, day after day I spent walking the hospital halls. When
20 released, nightly I roamed the deserts around El Paso until I ended in jail, beaten and bruised
21 but still 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
25 hilariously funny and she created a path for me to join her in her laughter. We both had a
26 good laugh when I described the time I brought the police over to my friend who was in
27 trouble. My *friend* was a garbage can! She gave me a task, "Can you find something for
28 yourself, today, under these miserable conditions, that will make you feel a little better, make
29 you feel a little less pain? Can you do something for yourself today? And can you do it again

Dear Patient: *Become Your Own Superhero*

1 the next day? And the next?" From then on, I made the time to bath in the light of our
2 apartment's swimming pool. With my face mask and snorkel on, I just stared at the drifting
3 shadows at the bottom of the pool.
4

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

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

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

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

Dear Patient: *Become Your Own Superhero*

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

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

11
12 The success of our teachers in life – whether they are our parents, teachers and other
13 students in school, religious leaders, or bosses at work, or the powerful academia, political,
14 and business leaders who set the stage for our lives – their success is in their ability to
15 empower others with the skills and abilities to think and to feel good and to move thought
16 and debate up into the “mammalian brain”. Here a “what feels good is good” mentality can
17 evolve into a broader and greater awareness of both short and long-term consequences, so
18 that decision-making and action can mature into greater complexity and imagination. Thus
19 “what feels 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
22 fault but it is now my responsibility,’ that is when life started getting better for me. It takes
23 effort. But if you have the desire to improve and empower your own life, start using your
24 emotions and understand that if a thought doesn’t feel good, it’s not. If what you are doing in
25 life doesn’t feel good, it isn’t good, for you or anybody around you. You have to become
26 your own ‘superhero’.

27
28 Life can become good! Here is a psychology and therapy for anyone to use. If your
29 life or the life of some you know hasn’t been improving with the ‘help’ they are getting....

Dear Patient: *Become Your Own Superhero*

1 here is what worked for me. I know it can work for you. Become your own superhero and
2 take charge of your own life: <http://emotional-evolution.com/>.

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

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

16
17
18 Sincerely,

19
20 Andrew Jackson

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

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

1 A shared cultural and linguistic development of core beliefs and conceptual
2 understandings about emotions is required for young students to comprehend and follow
3 the emotional twists and turns within these popular English literary works. As students
4 mature and are introduced to the more advanced works of William Shakespeare and others,
5 comprehension is even more dependent upon prior assimilation of cultural and linguistic
6 paradigms. Conceptions of emotions are further reinforced by the logic and reason applied
7 in today’s 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
20 conceived as aberrant and destructive forces which drive biological changes. This letter is
21 an introduction to a new perspective which shows (1) this is a misconception of emotions
22 and (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
26 be 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

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

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

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

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

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

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

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
12 Cognitive-Emotional Relationship" of the *Symbiotic Psychology Book*.

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

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

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

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

3
4 Sincerely,

5
6 Andrew Jackson

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

8 <https://symbioticpsychology.com/>



9
10 **Postscript:**

11 There is a danger of medications masking destructive cognitive behaviors that
12 normally are exposed through erratic, abnormal, and convoluted *emotional feedback*. If
13 these emotional reflections of aberrant mental and physical behaviors are ignored or
14 camouflaged with pharmaceuticals and if irregular *cognitive behavior* is left unaddressed
15 without proper psychological counseling and therapy, cognition may fester unabated and
16 create a myopic vortex of circular mental and physical behaviors. This psychosis can break
17 out with disastrous consequences to the patient and to others, who may become characters
18 in a manically-conceived tragedy played out in real life. (ref: Jackson, A., 2010. *Symbiotic*
19 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. Section 6.2
20 Masking Neurological Processes)

21
22 *Emotions-as-Effect Theory*

23
24 *Emotions and feelings are felt. Good and bad feeling emotions (and feelings) are*
25 *the perception, by consciousness, of a biochemical physiology within the body and the*
26 *brain precipitated by an evolved and nurtured cognitive neural circuitry. Because emotions*
27 *and feelings are perceptions of an internal state of biology precipitated by cognition,*
28 *emotions and feelings are a reflection of, and give insights into, the nature of this cognitive*
29 *behavior. Also, because emotions and feelings are not causal, emotions and feelings are*

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

1 *neither destructive nor constructive but rather they are indicators towards the presence of*
2 *very real destructive and constructive – and causal – cognitive behaviors. Correlations*
3 *between cognition, healthy biochemical physiology, and good feeling emotions and feelings*
4 *are a result of millions of years of evolutionary survival for the health and well-being of the*
5 *individual – as are the correlations between bad feeling emotions and feelings and an*
6 *unhealthy biology. Now the question is, how are these correlations between cognition,*
7 *biology, emotions and feelings, and consciousness understood, nurtured, and developed*
8 *within a society for an individual’s health, wealth, and general well-being through their*
9 *own successful decision-making and creativity?*

1 **Subject:** Defining emotions for entertainment purposes.

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 choose*
 7 *my thoughts and hence that which I feel? Do I determine who I am, what I am, what*
 8 *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
 26 emotions. Essentially, all emotions that a character feels are emotions that feel good or
 27 emotions that feel bad. But the bodily changes, the bio-chemical changes that a person feels in
 28 love, in depression, in the fight, flight, or freeze response such as a faster beating heart, a

Dear Student: *Defining emotions for entertainment purposes*

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

6
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. (Author's Note: When a person perceives
12 their own emotion, this perception is a cognitive activity which can lead to biological changes.
13 But still, it is an awareness of emotions, a cognitive activity, that changes the biology, not
14 emotions).

15
16 A script may have a character who is “emotionally out of control.” Technically that
17 person is not “emotionally” out of control but “cognitively” out of control. They have lost
18 control over their cognitive activities of thought, of imagination, of conceptualization. Their
19 mind is running rampant. It is their thoughts and imaginations that are wildly changing the
20 body's biochemistry. It is these changes in biochemistry that makes the heart beat faster, the
21 breath to quicken, the sweat to bead up and run down the cheek and the stomach to knot. These
22 changes in bio-chemical physiology are what the character perceives as emotions.

23
24 **Emotions as an Evolved Sensory Perception of Bio-chemical States**

25 An observer has a perception of, and an understanding of, what it means to come across
26 a hungry bear in the woods. To say the observer has an emotional reaction – or an emotional
27 event – to the bear is true but it is also inaccurate. The observer had a series of cognitive
28 events. They saw an animal. They recognized it as a bear. They imagined that the bear was
29 hungry. They conceived of the idea of themselves as being the bears dinner.

1 results. Look what Einstein did with mental experiments. Or you can do some research for a
2 class.)

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

9

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

14

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

22

23 Section 8.2: “Cognitive-Emotional Rehabilitation and Strengthening Exercises (Your
24 Superhero Toolkit)” contains the heart of a lifestyle that reinforces the synergies between
25 mind, body, emotions, and consciousness. Strengthening these relationships might just be the
26 advantage a student needs to succeed in today’s chaotic world of prejudice and misinformation.
27 Understanding and working these cognitive-emotional strengthening exercises are especially
28 important to those where these skills are not part of their home and cultural environment.

Emotional Entertainment vs Emotional Wisdom

1
2 Every society and culture have their own forms of emotional entertainment. That is,
3 they offer opportunities for a person to be taken on an emotional ride for the fun of it. Allowing
4 a book, a movie, a show or some other form of entertainment to take a person on an emotional
5 roller coaster ride is the essence of what entertainment is about. All is fine and good if these
6 emotional ups and downs are for entertainment purposes only. And, most importantly, the rider
7 can get off when they want to.

8
9 But what if a person cannot get off life's roller coaster? What if there is no longer a
10 choice? Instead of allowing their emotions to be taken for a ride, their emotions have been
11 hijacked by life's events and they can no longer manage life's roller coaster. Maybe they never
12 learned how – nor developed the skills – to use their emotional biofeedback system to
13 transform life's roller coaster into entertainment.

14
15 Instead, they are caught within a living nightmare where suicide seems to be the only
16 exit. Also remember, emotions are the perception of biological conditions caused by cognition.
17 Therefore, it is not that emotions are no longer “under control” but that a person's mental
18 activities are no longer responsive to their evolved emotional biofeedback system.

19
20 To have emotional wisdom means a person has the ability and is capable of focusing on
21 those thoughts, ideas, imaginations, and observations that feel good, or simply, on what they
22 want and desire. Emotional wisdom means to have the ability and capacity to use negative
23 emotions – that signify cognitive activities dwelling upon that which a person doesn't want – to
24 help themselves identify that which they do want. Again, a person knows what they don't want
25 – which feels bad – so now use that awareness to “find a better feeling thought.” (Hickes, J. &
26 Hicks, E., 2006) To have emotional wisdom also means to understand the difference between
27 the cognitive construct of an emotional ride for entertainment, where one can get on and off,
28 and the cognitive construct of emotions-as-effect theory, where one uses their emotions to

1 guide cognitive activities. A careful distinction must be understood by every individual as to
2 which cognitive construct of emotions is in play.

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

8
9 Entertaining mediums such as books, movies, shows, concerts as well as many other
10 forms ask of one to suspend their evolved emotional construct that guides cognitive behavior
11 towards that which feels good. When being entertained, one is asked to lay aside their
12 emotional biofeedback understanding and follow the roller coaster up and downs of the many
13 characters and themes of the story being presented. All is well and good if a person then re-
14 engages their emotional biofeedback system once the entertainment is over.

16 **Quick Review**

17 There are two modes of emotional engagement or on how emotions are utilized by the
18 individual. One is “emotional entertainment” and the other is “emotional wisdom”. Within the
19 mode of “emotional wisdom” a person engages their evolved biological emotional system to
20 continually evaluate their cognitive activities. If their cognitive behavior feels good, a person
21 allows the continuation of these activities. If their cognitive behavior feels bad, they use this
22 emotional negative awareness as motivation to find – or even create – new thoughts,
23 imaginations, and awareness that feel better. This process of “finding a better feeling thought”
24 continues until they are feeling good again.

25 Within the other mode of “emotional entertainment” a person suspends their evolved
26 emotional biofeedback and allows their cognitive activities to bend and sway with the
27 meanderings of their cognitive activities. These states of being are usually allowed for
28 entertainment purposes such as going to a movie, play, or musical concert. Other happenings

Dear Student: *Defining emotions for entertainment purposes*

1 include attending sporting events or reading a book. Or, how about skiing, golfing, swimming,
2 biking...the entertainment list is endless.

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

9

10 (Note: The emotional biofeedback system and emotional wisdom are very similar
11 cognitive constructs. The emotional biofeedback system refers to using one's emotions to
12 evaluate cognitive activities. Emotional wisdom implies the use of emotional biofeedback plus
13 an awareness of various complexities of social order and disorder. This implies the importance
14 and need for moral awareness, development and education. The importance of moving this
15 internal discussion and debate up from the reptilian brain and into the mammalian brain cannot
16 be over emphasized. See Section 7.0: "Cognitive-Emotional Wisdom" and Section 9.0:
17 "Emotional Biofeedback – The Dark Side" in the attached *Symbiotic Psychology* book.)

18

19

Tyrannosaurs: The "Tyrant Lizards"

20

21 Humans have evolved to be joyous beings. The evolutionary nature of emotional
22 biofeedback system is to sift through any mental turmoil to find, develop, and create the
23 thoughts, beliefs, and behaviors that feel good. These good feeling behaviors are the
24 indications of promoting a healthy and strong biochemical/physiological environment. But
25 when the construct of emotional biofeedback is vacated, leaving only a construct of emotional
26 entertainment, "reality" becomes a theatrical set that must be manipulated.

26

27 Instead of the relative ease of guiding one's own mind to find emotional stability, it
28 becomes necessary to manipulate "the play" and all those who make their entrances and exits.
29 Life becomes a task of gigantic proportions that demands power and tyranny to control and

Dear Student: *Defining emotions for entertainment purposes*

1 direct others. Life has now receded back to the land of the dinosaurs where a feels-good-is-
2 good morality has a very limited understanding and where “my” might makes “me” right.

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

9

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

15

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

24

25 For these tyrannosaurs, feeling good no longer comes from cerebral efforts of the mind
26 to seek and choose good feeling thoughts and then to act from this good feeling awareness. To
27 the tyrannosaurs, feeling good only comes from being “emotionally entertained.” This means
28 they need to control their environment so where any observation of their “playground” feels

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1 good. And if it feels good, it is good. Might is right because might is needed to make their
 2 playground right. There is no longer a higher order of thought where any complex discussions
 3 and understandings may pave the way for a “might for right” code of justice.

4
 5 These “tyrants of the playground” may yet serve a purpose for those educated to
 6 understand. These tyrants of brutality and violence as well as those who create anxiety, worry
 7 and trepidation can be useful. ***They provide a cerebral challenge and field experience in***
 8 ***finding one’s own internal values, beliefs, and detachment that disempowers the***
 9 ***tyrannosaurs’ aggression.*** Success comes from detaching from the tyrant’s reality and the
 10 tyrant’s belief of their dominance and control. Success comes from detaching from their
 11 “Jurassic” world by creating and acting within one’s own world with one’s own thoughts,
 12 beliefs and rules of engagement. (Actually, the age of dinosaurs is the Mesozoic Era.)

13
 14 There are other tyrannosaurs whose realities may oppress with sadness by drawing a
 15 person into their vortex of sorrow and unhappiness. Like an undertow from waves breaking on
 16 the shore, their reality of oppressive thoughts and beliefs can suck a person down to their
 17 demise. Or, there are those tyrannosaurs who are “impossible people in positions of power”
 18 (Castaneda, 1984) who make a person rage with anger and violence. All of these “tyrant
 19 lizards” provide an opportunity to practice detachment.

20
 21 The concept of detachment means to detach from the realities of *their* world and to
 22 create the realities of *one’s own* world. Detachment demands that a person finds, create, and
 23 focus on their thoughts, beliefs, and attitudes that empower their freedoms, understandings, and
 24 values of their own new world reality they wish to inhabit.

25
 26 Neuroplasticity is a term used to describe the brain’s plastic ability to rewire itself, to
 27 reconfigure itself. “Truths” and what “is real” and the “way it is” that is supported by a
 28 network of nerves in the brain and body – called a neurological network – can change. The

Dear Student: *Defining emotions for entertainment purposes*

The Tyrannosaurs Rex

1
2 Superhero characters in movies, comics, and books save the world, but are they
3 disempowering their audience? The superhero ride, if it stimulates within a feeling of strength
4 and power then the ride does serve their audience and provides for a touchstone emotion to
5 strive for as an individual. But, if the superhero ride accentuates the need for somebody outside
6 of one's self to 'save the day', then a person – as a power and force to create their own destiny
7 – is being ruined.

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

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

15
16 Are today's students honoring the millions of years of evolution that make up their
17 heritage? Mind, body, emotions, and consciousness have evolved together to work together as
18 a team. This is the "I" Team. Education may be strengthening a student's cognitive abilities,
19 but are students developing the superpowers of their "I" Team? Are your mind, body,
20 emotions, and consciousness learning how to work together in synergistic harmony?
21

22
23 Today's humanity is the product of millions of years of successful evolution. Billions
24 upon billions of beings have succumbed to a stronger foe, leaving only the strongest. Yet now
25 standing on that mountain top, will they falter? Humanity's heritage is one of strength, power,
26 stamina, reflex, cunning, and wisdom. This is their nature. The professional, the victorious, the
27 successful, the prosperous have all tapped into this reservoir. How about the multitude? Is
28 education providing the knowledge, skills and abilities to unleash a person's *evolutionary-self*
29 that holds their strength, power and success?

Dear Student: *Defining emotions for entertainment purposes*

1

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

8

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

13

14 Sincerely,

15

16 Andrew Jackson

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

18 <https://symbioticpsychology.com/>

19



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Dear Student: *Defining emotions for entertainment purposes*

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

2 Date: 2019-07-16a

3
4 Dear Athlete,

5
6 You are the product of millions of years of successful evolution. Billions upon
7 billions of beings have succumbed to a stronger foe, leaving only the strongest. You now
8 stand at the top of that mountain. Your heritage is one of strength, power, stamina, reflex,
9 cunning, and wisdom. You have all that within you. The professional, the victorious, the
10 successful, the prosperous have all tapped into this reservoir. How about you? Do you want
11 to know how to unleash your *evolutionary-self* that holds your strength, your power and your
12 success?

13
14 Athletes have worked for years, with thousands of hours of practice building their
15 mental and physical strength, stamina and dexterity. Yet, with all that, there is something
16 more. That something is the *synergy* that can be had when mind, body, emotions and
17 consciousness are 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
28 as a team. This is each athlete’s “I” Team. An athlete is physically strong, but are they “I”

1 *Team* strong? Is their mind, body, emotions, and consciousness working together in
2 harmony? Are they honoring the millions of years of evolution that make up their heritage?

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

9
10 An athlete's emotions have an evolved relationship with their mind and body such
11 that when they think they are strong and their body actually is strong, their emotions feel
12 good. Different emotions are perceiving different bio-chemical conditions of the body such
13 that as an athlete continues to feel good, their body's biology will be good. (Reference
14 Section 2: "Emotions as an Evolved Biological System of the Symbiotic Psychology book.)

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

22
23 By entertaining negative emotional thoughts, an athlete is weakening their body's
24 biology. By entertaining positive emotional thoughts, an athlete is strengthening their body's
25 biology. This correlation between mind, body, and emotions is such that must exist for
26 homo-sapiens to have survived their evolutionary challenges. (Reference Section 2:
27 "Emotions as a Biological System") For your body's health, what feels good is good and
28 what feels bad is bad.

1 going out of harmony. Maybe an athlete’s coordination will be off which affects their timing
2 and therefore their muscles won’t be doing exactly what they thought they would/should.

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

8
9 *What you saw was mis-perceived.*

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

11 *Your muscles were deceived,*

12 *because your emotions were not believed.*

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

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

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

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

8 **Being Emotionally Strong Means Being Emotionally Aware and Wise**

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

14
 15 Or, have an athlete’s thoughts turned them numb to where their brain is no longer
 16 working? Is the spectacle of the game, tournament, or contest made the brain unresponsive
 17 and unable to compete – like a pinball machine gone “*TILT*”? Are an athlete’s thoughts
 18 creating nervous energy to the point that they can’t sit still, not because of excitement, but
 19 because of nervousness and fear? This is focusing on an emotionally negative what-if-game
 20 of failure.

21
 22 An athlete’s power comes from being and maintaining an emotional state of feeling
 23 good. Negative emotions are also wonderful. They have their place. They are telling a person
 24 exactly what they *do not want*. But don’t stay there dwelling on what is not wanted. Make a
 25 diamond out of the charcoal. Use that negative emotion to find thoughts and actions that feel
 26 good and go there! Go to where your power and strength are.

27
 28 Section 8.2: “Cognitive-Emotional Rehabilitation and Strengthening Exercises”
 29 outlines a list of tools and exercises to use and to get off the mentally negative weak and onto

1 the mentally positive strong. Emotions are like a perpetual coach signaling which is which.
2 These are an athlete's Superhero exercises to get their mind, body, and emotions all working
3 together as a synergistic whole. Synergy is where $1+1 = 3$ or 5 or even a lot more. The
4 greatest athletes get to a place where their mind, body, emotions and consciousness work as a
5 synergistic whole. These athletes become the MVP because they became greater than
6 themselves.

7

8 **A Prevent Strategy Is a Losing Strategy**

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

13

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

17

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

19

20 What is your "prevent offense/defense" in your sport where you are weakening your
21 physical and mental abilities and laying the foundation for defeat? What emotional shadow
22 do you leave lurking around because "it's not a big deal?" It is a big deal. What shadow are
23 you not paying attention to? What lingering thought are you ignoring that eventually may
24 lead to your downfall?

- 25
- 26 • Maybe your downfall will come from nagging thoughts of an old injury.
 - 27 • Maybe competition brings forth garbage and conflicts and instead of being fun and
28 exciting, competition is misery and pain.
 - 29 • Maybe a recent argument with a girlfriend or a divorce will trip you up.

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

- 1 • Maybe you and your fans are still celebrating beating the undefeated, number one
2 team in the nation in the semi-finals while your next opponent – in the finals – is busy
3 preparing to beat you.
- 4 • Maybe your first game of the season is with a “cupcake” and while you are just
5 “going through the motions” of practice, your “cupcake” is tapping into their power,
6 strength, cunning, and success of their evolutionary-selves by working hard and by
7 putting all their focus and energy into beating you!

8

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

15

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

20

21 **Becoming a Master: Understanding Yourself as an Opponent**

22 The real game, match, meet, challenge is with yourself. You are your real opponent.
23 Are you dwelling upon what you want, or what you don’t want? Are you strengthening and
24 unleashing your “*I*” Team or not? Your emotions will let you know. Your emotions are
25 telling you if you are creating a synergy between – and within – your mind and your
26 body...or not.

27

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

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

1 Celebrate every emotional transformation. Transforming negative emotions into positive
2 emotions is your most important victory.

3
4 Now is the time to include emotional awareness and emotional transformation
5 training with your physical and mental training. Here, winning means you are finding your
6 heritage, your evolutionary-self of strength, power, stamina, reflex, cunning, wisdom and the
7 success that comes with pivoting off of negative feeling emotional awareness and onto
8 positive feeling emotional awareness.

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

13
14 This is your evolutionary heritage. This is your evolutionary-self. This is your “I”
15 *Team*. This is you.

16
17 Good Luck,

18
19 Andrew Jackson

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

21 <https://symbioticpsychology.com/>



22
23
24 Postscript:

25 I invite you to read Section 8.2: “Cognitive-Emotional Rehabilitation and
26 Strengthening Exercises” and especially Section 8.2.7: “Sports” where you can find a variety
27 of methods for empowering your emotional game. I also wrote Section 7.7: “The Wisdom of

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

1 a Champion: Let Joy Reign” and Appendix (A): “Nets on Fire: Making the Air Electric” to
2 give you a better feel for your emotional game.

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

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

22
23 A justice of punishment for a crime is inhumane because of a lack of intention to
24 change a person's cognitive behavior. Or is that not the goal of justice? Should justice be
25 defined as punishment with an intent to inflict pain, suffering, or hardship upon an individual?
26 Or, should justice be defined as an intent to empower cognitive behavior for the health and
27 well-being of the individual and society? Should our criminal justice system be an extension of

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

1 “an eye for an eye” or is justice served by entrusting individuals with the training, skills, and
2 understandings to make better choices for themselves and others throughout their life.

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

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

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

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

27 Our criminal “justice” system not only does not recognize this possibility but creates
28 conditions to inhibit and retard any possibility of individual neuroplastic transformation. Can

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

1 that not be defined as “cruel and unusual punishment” from which the Constitution protects us
2 all from?

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

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

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

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

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

24
25 Sincerely,

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

1

2 Andrew Jackson

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

4 <https://symbioticpsychology.com/>



1 **Subject:** Escape from Alcatraz

2 **Date:** 2018-04-13a

3

4 Dear Prisoner (of War),

5

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

13

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

20

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

Dear Prisoner (of War): Escape from Alcatraz

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

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

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

Dear Prisoner (of War): Escape from Alcatraz

1 I would like to say I'm sorry you are in here. It's not where you want to be. But it
2 is where you are. I hope these words I am writing will make your life easier for you.

3 When I was in El Paso County Jail, trying to make the best of a bad situation, you know,
4 making lemonade

5 out of lemons, my wife began telling all her friends, "he likes being in there." But
6 you must make the best of a bad situation. You must make the best of the cards you are
7 dealt. She came to visit me.... once....to have me sign a paper saying I was 'mentally
8 unstable' and at the same time said she was getting a divorce. A guy would like a little
9 sympathy from his wife, but it may not come. I came to El Paso, TX because she got a
10 good paying job there... All the sympathy I was getting for helping out her career was a
11 few 'tenderizing moments' from my friends in blue and an inmate friend of mine.

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

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

Dear Prisoner (of War): Escape from Alcatraz

1 escape from the worst of prisons, even those worse than the infamous Alcatraz...those
2 within your mind.

3

4 Sincerely and with love and respect,

5

6 Andrew Jackson

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

8 <https://symbioticpsychology.com/>



Part 2:
The Theory of Symbiotic Psychology

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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

rev2020-05-20



1.0 Symbiotic Psychology

1 in fact *cognitively* out of control and any emotional disorders must first be understood as
2 cognitive disorders.

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

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

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

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

1.0 Symbiotic Psychology

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

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

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

1.1 Introduction to Symbiotic Psychology

24
25
26 The physical pain of a hand on a hot stove brings about a very natural reflexive
27 response. Such pain is a signal to get the hand off the stove. If the pain is ignored and the hand
28 remains on the hot stove, the biochemical/physiological signature of the hand changes to the
29 degree that the hand burns. If the hand is quickly taken off, maybe no medical attention is
30 needed. If the natural response of the body is usurped in some fashion and the hand burns a

1.0 Symbiotic Psychology

1 little, maybe a little salve would allow the healing. But the longer the natural signals are
2 covered up or ignored, the worse the damage and the more extensive the healing process,
3 including skin grafts or worse. The crux of the problem is disregard for the body's signal to
4 take the hand off the stove.

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

14 15 **1.2 Cognition, Emotions, Physiology and Neurology**

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

22 There is an array of neural networks associated with positive emotions, a second
23 associated with negative emotions and a third that inhibits or stops and freezes action (Dubuc,
24 *The Brain*), (Goleman, Davidson 2017). Because different combinations of arrays are activated
25 under different circumstances and nuances, there exist a great variety of correlative
26 possibilities between cognition, the brain/body biochemistry and physiology, the emotional
27 perception of feeling good and feeling bad, and the associated activities within each function.

1.0 Symbiotic Psychology

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

6
 7 Cognition deals with the processes of knowing and awareness, namely, perception,
 8 recognition, conceiving (which includes imagination and inspiration) and reasoning
 9 (Encyclopedia Britannica, Cognition: thought process) where understanding and
 10 comprehension can project future consequences and events. The focus of this book however, is
 11 how emotions have evolved their own purpose and how knowledge of that purpose should be
 12 processed for the health and well-being of the individual. Emotional neural circuits provide
 13 feedback about how cognitive processes need to be further utilized before any internal mental
 14 deliberations can be properly concluded and any decisions made. The significance of negative
 15 emotions means the presence of a biochemical physiology that is unhealthy for the individual
 16 and the need for more cognitive deliberation. This internal work isn't finished until positive
 17 emotions come to dominate and signify and reflect that a healthy biochemical physiology has
 18 been achieved.

1.3 The Five Postulates of Symbiotic Psychology

19
 20
 21 The following five postulates form a basis of Symbiotic Psychology. The implications
 22 of these postulates are developed in the remainder of the book.

- 23
 24 **1. Emotions are the Perception of a Biochemical Physiology:** Cognitive neural
 25 circuitry activities (a) stimulates an “emotional” neurology (b) which precipitates
 26 neurological and biochemical/physiological activity within the brain and body (c)
 27 that we perceive as good and bad feeling emotions (d). The emotions that we feel
 28 (d) are the result of biochemical/physiological activities (c), not their cause. The
 29 illusion of emotions is that emotions drive the mind and its biochemistry. Rather,
 30 cognition precipitates changes in the body’s biochemical physiology which

1 consciousness then perceives as emotions. Therefore, since biochemical physiology
2 is a consequence of cognitive behavior, emotions are not constructive or destructive
3 in themselves because they only exist as a reflection of very real constructive or
4 destructive cognitive behaviors.

5
6 **2. Good and Bad Feeling Emotions Have an Evolved Correlations with**

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

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

25
26 **4. Individuals Have an Amazing Capacity to Change and Adapt:** As a result of
27 neuroplasticity, every person has the neurological capacity to change and develop
28 new interpretations of and responses to his or her environmental stimuli. Neural
29 networks develop, grow, and even reorganize throughout life. New relationships
30 among these networks develop as new lessons in life are experienced and learned.

1.0 Symbiotic Psychology

1 Reality changes as new neural cognitive networks form. That which is understood
2 and known to be real today may not exist tomorrow.

3
4 **5. Intention Gives Definition to Emotional biofeedback:** Emotions without a
5 defining intention is akin to sailing the open seas without a guiding star. With a
6 destination, a vessel can be aptly guided through the waves and the sails can be
7 properly trimmed to shape the wind. Whether a person intends a walk around the
8 block after work or intends to summit Mount Everest in five years, intent sets into
9 motion a series of harmonizing events. Emotions are calibrated and aligned to
10 those intentions and are now able to guides cognitive and behavior activities
11 towards fulfillment of these intentions. Cognitive and behavior activities that feel
12 good or bad are emotional indications to consciousness of moving towards or away
13 from one's intentions.

14
15 Mental health and well-being of a society is determined by the mental health and well-
16 being of its individual inhabitants. A culture that is ignorant of emotions' role in guiding
17 cognitive and physical behavior is subject to all kinds of forces that can mis-direct cognitive
18 activities towards nefarious ends. Continual distortions of emotions' evolved nature by current
19 psychological, psychiatric, and pharmaceutical institutions only further sabotage emotions'
20 guiding influence towards mental health and well-being of a society and its inhabitants.

21
22 Until emotions' true nature is understood, individual emotional behavior will be
23 continually preyed upon by people who wish to control and subjugate individuals towards their
24 own intentions, good or bad. Until emotions' true nature is understood, life's hardships can
25 easily be assimilated into a tragedy of ill begotten intent to control and dominate others to
26 conform to one's own ignorant selfish needs, desires, and behaviors. Unless emotions' true
27 nature is understood, those who do not conform to one's own ignorance may be deemed of a
28 lesser God and subject to destruction.

1.0 Symbiotic Psychology

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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 evolved emotional biofeedback 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

2.0 Emotions as an Evolved Biological System

1 correlate with a weakened and lethargic physiology/biochemistry, such challenging
2 actions would tend to be deadly. Such a false/positive correlation between emotions
3 and a vital biochemical physiology would be disadvantageous to survival.
4

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

16 (3) Imagine that such basic life behaviors as breathing or eating were so emotionally
17 painful – or the lack thereof were so pleasurable – as to bring about suffocation,
18 starvation and death. Such an emotional/ physiological correlation would lead to the
19 demise of an individual and his or her genetic line. Whether this were a genetically
20 predisposed or an inherited condition, or whether there even existed a genetically
21 developed predisposition to learn such a behavior, such a false/positive correlation
22 between emotions and physiology would hinder personal and genetic survival.
23 Therefore, there is a natural correlation between feeling good with healthy
24 physiological behavior and the way the body functions.
25

26 From an evolutionary perspective, feeling good means there is a positive correlation
27 between the neural networks that activate (1) a cognitive awareness of strength, vigor, and
28 well-being, (2) an actualization of a physiology of strength, vigor and well-being, and (3) the
29 neural networks associated the emotions of pleasure. Biochemistry, both at the molecular
30 level and the neural network level, must sustain the correlations between (1) the cognitive

2.0 Emotions as an Evolved Biological System

1 knowing of, (2) the actualization of, and (3) the feeling of strength, vigor and well-being.
 2 Simply put, if these correlations did not exist in this way a person would have a low
 3 probability of survival.

2.2 Cognitive Imagination and Evolution

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

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

25 How would a genetic line survive if the idea of *not* obtaining food, water, and shelter
 26 correlated with feeling good? Or, how would a person (and his or her genetic lineage)
 27 survive if cognitive imagery dwelt upon that which is not wanted, and this mental activity did
 28 not correlate with negative emotions? A person dwelling upon that which is not wanted
 29 triggers an unhealthy biochemical/physiological condition within the body which activates an
 30 emotionally negative neural network perceived by consciousness. There must have been an

2.0 Emotions as an Evolved Biological System

1 evolutionary development that resulted in these correlations or we wouldn't have survived as
2 a species.

3
4 To succeed, and even thrive, in life comes from bringing a "healthy attitude" to life
5 and its daily, moment to moment decisions, especially with those cognitive choices that are
6 made about what to think, imagine and dwell upon. "Healthy attitude" means having the
7 desire and intention to choose cognitive activities (ideas, thoughts, beliefs, concepts,
8 awarenesses, deductions, reasons, dreams, and imaginations) that feel good. People who are
9 successful and enjoy life are such because they have made a decision to use emotionally
10 negative cognitive activities as motivation to find, allow, develop, and dwell upon those
11 emotionally cognitive activities that feel better. Physical health and well-being are dependent
12 upon cognitively working towards better and better feeling thoughts until cognitive activities
13 that feel good dominate one's internal conversation. Mental health and well-being depend
14 upon having the motivation, intention, and ability to cognitively work at emotionally feeling
15 good. But problems occur when a "what feels good is good" attitude doesn't reflect a self
16 that lives with strength, vigor, adeptness and a compassion for others to realize the same.

17 18 **2.3 Conclusion**

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

2.0 Emotions as an Evolved Biological System

1

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

3.0 Depression: Mental Illness or Mental Injury

3.2 Responding to a neurological an evolved emotional biofeedback network

1 There is great power within the activation of the emotional negative neural network
2 and the realization and conception of that which is not wanted nor desired. But this power is
3 only actuated if the opposite end – the positive, pleasurable end of the spectrum – can be
4 known, that is, perceived, recognized, conceived, and reasoned and then acted on
5 (Encyclopedia Britannica, *Cognition: Thought process*).
6

7
8 People who are healthy, happy and successful in life use their power of consciousness
9 to pivot off the emotionally negative aspect of a scenario and into a more emotionally
10 positive, *re-framed* scenario. They have learned and developed the necessary skills that are
11 essential in our society to manage their focus of attention in response to their own emotional
12 feedback. They have developed a robust cognitive dexterity and ability where disruptive
13 cognitive events only temporarily upset healthy biochemical/physiological balances. They
14 have the motivation, drive and, most importantly, the proficiency to cognitively create a
15 scenario of that which is wanted and desired – which initiates a balanced and a healthy
16 biochemical physiology activating the correlative, emotionally-positive neural network.
17

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

1 **3.3 Conclusion**

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

10
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18 CME LLC

4.0 Cognitive-Emotional Rehabilitation

1
2
3 There is a need to develop an understanding of emotional biofeedback and *cognitive*
4 regulation in the discipline of psychological and pharmaceutical therapy. *Emotional*
5 regulation is a misconception and a false construct of actual bio-physiological events. To
6 pharmaceutically regulate emotions is to obscure cognitive behavior from the very
7 consciousness that needs to comprehend its own behavior. Emotions are a perception of
8 biochemical/physiological conditions within the body precipitated by cognitive behavior. It
9 is cognitive behavior that must be accessed by the individual with the help of the emotional
10 system. A psychologist can aide this understanding and can teach the individual how to use
11 emotions-as-effect theory to change correlative cognitive activities. Any undesirable
12 cognitive activities can be used as a launching pad to reach for less negative and, eventually,
13 positive and productive cognitive activities that result in a healthy biology and associated
14 positive emotions.

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

26
27 There is a need for a psychotherapy that fortifies a patient’s desire to stay on the road
28 toward a natural state of health and well-being: a discipline where a patient’s own emotional

4.0 Cognitive-Emotional Rehabilitation

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

16 **4.1 Emotional Biofeedback**

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

4.0 Cognitive/Emotional Rehabilitation

1 this reframing and refocusing into better feeling emotions until they are back at an
2 emotionally positive, healthy and harmonious vantage point.

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

4.2 Defining Mental Health and Well-being

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

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

4.0 Cognitive-Emotional Rehabilitation

1 mental/physical/emotional negative state into a mental/physical/emotional positive state of
2 existence.

3
4 *Well-being and the success of any professional therapy, mental or physical, is not*
5 *defined by the absence of illness but by the presence of health, vigor, and joy and the*
6 *necessary cognitive skills, abilities, and motivation to nurture these conditions with*
7 *one's own emotional biofeedback.*

8
9 Once a patient learns to maintain their own physical and mental well-being by acting
10 from a positive emotional state, then a new learning process begins: one which delves into
11 the ethics of these actions and thus develops a comprehension of “right” action. We live in an
12 environment where sales and marketing have become very sophisticated and cunning in the
13 manufacturing of feeling good states of being. In this environment of *caveat emptor* (let the
14 buyer beware) and ‘free speech’, not understanding the pitfalls of ‘feels good is good’ can be
15 very costly to the individual and in the long run to the health and well-being of the family,
16 community, and society.

17
18 Additionally, society needs to rethink the meaning of “criminal justice” and reform
19 ‘punishment for crime’ into a justice system that actually promotes healthy cognitive
20 rehabilitation and healthy neuroplastic development and a return to well-being. **Well-being**
21 means health, vigor, energy and vitality with a joyous anticipation for the future and all its
22 uncertainty.

Part 3:
The Practice of Symbiotic Psychology

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5.0 Psychological Therapy

1
2
3 *“Doctor, what is your end game? Up to now I have been passively going to therapists*
4 *like a bump on a log and now I am sitting here in front of you. I want to get well! I believe I*
5 *can get well! I want to know how listening to you will get me on a path to well-being. I want*
6 *to 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 therapy*
12 *going to get me there? How will I know if I am getting well? What am I doing wrong? How*
13 *are you going to help me change so I don’t ever have to see the likes of you again?! Sorry,*
14 *but that is how I feel.”*

15
16 All evidence-based therapies change, develop, or re-process cognitive behavior to
17 change emotions. But, does cognition or emotion change the biology that drives behavior.
18 The tradition answer, based in 3000-year-old religious and literary linguistics, is
19 "emotion." Emotions-as-effect theory argues that when the cause-effect process is
20 diagrammed with the logic of current cognitive research and the evolutionary process,
21 cognition precipitates the biological changes that drives behavior and that are perceived as
22 emotions.

23
24 If evidence-based practices (EBP) such as cognitive behavior therapy (CBT), eye
25 movement desensitization and reprocessing (EMDR) with its theory of adaptive information
26 processing (AIP), forgiveness therapy, mindfulness, positive psychology, interpersonal
27 psychotherapy, and emotional intelligence are falsely founded in an illusionary cognitive
28 construct of the mind called “emotional dysregulation” then what is all their research

5.0 Psychological Therapy

1 proving? The foundation of these evidence-based practices is an evolved emotional bio-
2 feedback system as described in “Emotions-as-Effect Theory: The Linguistic Semantics of
3 Emotional vs. Cognitive Regulation”.

4
5 Evolution has established a cognitive/physical/emotional correlation such that
6 emotions provide consciousness with an awareness of the health and well-being of the
7 body’s physiology and biochemistry. A useful definition of mental illness is the *inability* of a
8 person to respond constructively to emotional signals. Individuals feel or perceive emotions
9 and normally respond to their emotional biofeedback system by creating and accentuating
10 cognitive activities that bring about positive feeling emotions. Negative emotions are a
11 driving impetus to create new and different cognitive activities that bring about a healthy,
12 good-feeling emotional response. If feelings are skewing negative, this is the brain’s signal to
13 cognitively reconstruct this negative stimulus or to get off this subject entirely and refocus
14 the mind and its activities onto something that brings a positive emotional response. The
15 objective is to keep the mind and its cognitive powers of perception, recognition, conception,
16 reasoning, and imagination – along with the body’s capacity of actualization – continually
17 reaching for better cognitive activities and thus, for the good feeling emotional responses
18 indicative of a healthy biochemical physiology.

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

27
28 “What do you want?” is a question that brings about an emotionally negative
29 response if the patient is dwelling within the cognitive constructs of the ‘not wanted’ or ‘lack

5.0 Psychological Therapy

1 of that which is actually desired. Our evolutionary reflexes are to move consciousness into
 2 cognitive activities of ‘that which is wanted’ and to how to attain it. The therapist’s role is to
 3 aid in their patient’s understanding of this process and to train and develop their cognitive
 4 skills necessary to pivot cognitive activity from that which is ‘not wanted’ to cognitive
 5 activity of that which is ‘wanted’.... from feeling bad to feeling good. Emotions are the
 6 guiding light regarding the success or lack of success in this change of focus within
 7 cognition. Neuroplasticity of the brain means that everybody has the capacity to realize a
 8 new and more beneficial reality because the brain can rewire itself and create new circuits of
 9 understanding and alternative healthy behavior.

10
 11 Therapy based on the symbiosis between cognition and emotions reaffirms an
 12 evolved biological guidance system where emotions are used to evaluate cognitive behaviors.
 13 In stark contrast to ‘emotional regulation’, with this approach emotions are not ‘regulated’
 14 but are used instead to regulate, that is, to guide cognitive behaviors. Also, in this context,
 15 emotions are not viewed as ‘out of control’ nor is there a concept of ‘emotional disorder.’ On
 16 the contrary, it is the cognitive mind that is ‘out of control’ and the therapeutic process
 17 addresses instead, a ‘cognitive disorder.’ Deviant emotional perceptions are reflections of
 18 this aberrant cognitive behavior. The emotions are not treated as dysfunctional but,
 19 rather, are understood as very functional, in that they are bringing to consciousness the
 20 dysfunctional aspect within the mind’s cognitive activities that is creating the aberrant
 21 biochemical physiology we are perceiving as emotions. It is these irregularities in cognitive
 22 behavior that need to be addressed. Emotions are but the messenger.

23
 24 It is the symbiotic nature of cognition and consciousness that enables a person to
 25 ferret out that which is wanted from within that which is not wanted. This nature also enables
 26 a person to acknowledge that which is not wanted (or focus on the lack of what is wanted)
 27 from within that which is wanted. Cognition and consciousness have a basic biological
 28 function to maintain a healthy and vital biochemical physiology. Emotions have a function.
 29 Emotions bring an awareness to consciousness of the health, or lack thereof, of cognitive
 30 activities. Feeling good correlates with a healthy biochemistry and feeling bad correlates

5.0 Psychological Therapy

1 with an unhealthy biochemistry. Psychological and pharmaceutical therapy must honor these
2 functions. Mental ‘illnesses’ arise when healthy responses to the emotional system are absent
3 and the individual does not have the mental/emotional capacity, agility, or wisdom to
4 respond to their emotional biofeedback in a natural and healthy manner to ‘get their mind off
5 the hot stove’.

6

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

6.0 Pharmaceutical Therapy

1
2
3 *“Doctor, are you working with my therapist? Her therapy is helping me get control*
4 *of my thinking. If a thought doesn’t feel good, I’ve got to find another that feels better. But*
5 *how can I do that when these meds you keep giving me make me feel all doped up. She says I*
6 *need 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 is*
11 *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
20 observer’s perspective, but what are these chemicals doing to the cognitive-
21 biochemical/physiological-emotional neural feedback circuit? What are they doing to
22 consciousness’ ability to control and change cognitive activities in response to emotional
23 biofeedback? How can emotions guide cognitive behavior when emotional or physiological
24 neural networks are being targeted with 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

6.0 Pharmaceutical Therapy

1 emotions ‘out of control’ and in need of ‘emotional regulation’? No! It is cognition that is
2 ‘out of control’ and therefore, it is cognition that needs regulation.

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

13
14 **6.1 Psychiatric Medications Designed for Healing**

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

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

27
28 These new types of pharmaceuticals would aid individuals in their capacities to use
29 their own cognitive skills, abilities, and reflexes to co-function with their emotional
30 biofeedback systems. As a patient’s new skills are developed and new neural circuits are

6.0 Pharmaceutical Therapy

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

6.2 Masking Neurological Processes

12 There is a danger of medications masking destructive cognitive behaviors that
 13 normally are exposed through erratic, abnormal, and convoluted *emotional feedback*. If these
 14 emotional reflections of aberrant mental and physical behaviors are ignored or camouflaged
 15 with 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
 22 pharmaceutical therapy, rather, it redefines its purpose, which is to target the brain’s
 23 neuroplastic environment and to help individuals redevelop a healthy cognitive activity in
 24 response to their perceptions of emotional feedback about their biochemical/physiological
 25 states of being. As discussed earlier, a person has an evolved emotional biofeedback system
 26 that 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
 30 activities that are useful, healthful and life-giving. Pharmaceutical therapy should augment

1 psychological therapy to create conditions for redeveloping the neural networks that
2 reinforce evolutionary design.

4 **6.3 New Opportunities in Medicine**

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

15 A successful return to well-being and joy takes work on the part of both caregivers
16 and patients. If pharmaceutical intervention is required to stabilize a patient's cognitive
17 behavior, there is still a need to develop programs that reduce this pharmaceutical impact. As
18 a patient's rehabilitation promotes the new skills and habits necessary for consciousness to
19 respond to emotional biofeedback 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 biofeedback. Likewise,
23 the desire, determination and fortitude of the therapist, psychologist, psychiatrist and
24 pharmacist play their roles within the patient's healing process of restructuring cognitive and
25 emotional neurology and a return to well-being.

7.0 Cognitive-Emotional Wisdom

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

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

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

Development of cognitive-emotional wisdom also helps an individual to develop the desire, courage, and tenacity to do the work necessary to move up the emotional staircase and to continually reach for thoughts that feel better. Poetry, music, dance, the arts, and sports can all be important motivators because successful participation within these disciplines demand action from higher levels of cognitive awareness and a more refined

7.0 Cognitive-Emotional Wisdom

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

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

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

27 28 **7.1 Development of Cognitive-Emotional Wisdom**

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

7.0 Cognitive-Emotional Wisdom

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

11
12 In a healthy, cognitive/emotional symbiotic system, emotionally negative activities of
13 the 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
23 awareness of the fundamentals of the emotional feedback system. Unfortunately, even the
24 syntax of language misrepresents the mind, body, emotion relationship with consciousness.
25 To say that a person is “emotionally out of control” or having a “fit of rage”, or “acting out in
26 anger” or 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
4 treat 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
21 the 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
28 and decision making throughout life unless interceding therapeutic work disrupts the process.
29 (Kolk, B. 2015)

7.0 Cognitive-Emotional Wisdom

1
2 All traumatic events, can surreptitiously affect decision making and behavior to
3 where behavior and decisions are not based within a freedom of being and desire but within
4 the confines and restraints of fearful avoidance. Traumatic events can covertly initiate
5 behavior from unreasonable outbursts and aggression upon oneself and others to seemingly
6 reasonable and rationale decision making to paralytic depression. Traumatic events disrupt a
7 natural harmony of being to where an individual dissociates one's self from emotion's
8 evolutionary function to promote health, prosperity, and well-being.

9
10 The correlative relationship between mind, body, emotions, and consciousness has
11 evolved to promote individual health and well-being (ref Section 2: "Emotions as an Evolved
12 Biological System"). Trauma may be defined as an experience – or series of experiences – so
13 severe as to short circuit the normal harmonious and healthy flow of electro-biochemical
14 activity within and between neural network areas within the brain and body that disrupts a
15 person's evolved reaction to seek and maintain cognitive activities that feel good. Human
16 beings have evolved to be healthy and joyous. Culturally this may be far from the norm and
17 be an indication of a broken culture and society rather than an indication of natural human
18 character. A cultural lack of awareness and understanding of the natural cognitive-emotional
19 relationship may promote dubious and insidious behavior that only continues the chain of
20 pain, suffering, and trauma upon the next generation.

21
22 Self-prescribed remedial behaviors in response to traumatic events can easily become
23 addictive rather than healing. Self-medication with alcohol, tobacco, and other "recreational
24 drugs" may also – and very quickly and drastically – disrupt natural cognitive-emotional
25 activity beyond its elastic capacity to return to normalcy. As a hand that was forced onto a
26 hot stove may forever be scarred and may even become functionally impaired, trauma may
27 severely impact internal biochemical physiology and adversely affect natural cognitive and
28 emotional behavior as well as the physical expression of that behavior.

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

9
10 The nature of what constitutes a traumatic event or addictive behavior is highly
11 individualistic. Common to post traumatic and addictive behavior is a lack of a natural
12 responsiveness to an evolved emotional system designed to guide cognitive behavior towards
13 individual health and well-being. Any lack of joy and well-being within a supposedly healthy
14 and constructive lifestyle is an indication for the need of cognitive-emotional education
15 and/or rehabilitation intervention. Society has a moral obligation to provide the necessary
16 education and training within its schools, hospitals, and prisons to establish individual
17 awareness and responsiveness to healthy cognitive-emotional behavior. Section 8.2:
18 “Cognitive-Emotional Rehabilitation and Strengthening Exercises” provides a descriptive list
19 of possible rehabilitative behaviors. Although these exercises are all relatively safe, they may
20 be abused without the basic understanding and knowledge of why and how they are designed
21 to reestablish a natural and healthy relationship between mind, body, emotions, and
22 consciousness. Dr. Bessel van der Kolk, M.D. has written a wonderful book on trauma, *The*
23 *Body Keeps Score: Brain, Mind, and Body in the Healing of Trauma* (2014), New York, NY,
24 Penguin Books. Part Five, Paths to Recovery provides a series of healing avenues that should
25 be explored by anyone suffering from trauma as well as by anyone who may have an interest
26 in societal and individual well-being.

27 Research studies are revealing new realizations and understandings of a neuroplastic
28 brain designed to rewire itself (Doidge, 2015). The neuroplastic brain makes it possible to
29 establish new, healthy, and constructive awareness and behavior associations. Everyone has
30 within them an amazing capacity to change, adapt, and to thrive within a wide variety of

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1 conditions and environments. This has awakened new and exciting possibilities for
 2 individuals and cultures now being destroyed by traumatic and addictive behaviors. When
 3 actually should the education and training to heal generation to generation traumatic behavior
 4 begin? When should the chain of pain onto others stop? How about now!

7.3 Cognitive-Emotional Wisdom in Education

7 What is the purpose of education if it is not to provide the tools and training for a
 8 successful adult life? And where is success without joy and passion? Can education be called
 9 a success if it does not provide the understanding and training of a personal cognitive-
 10 emotional system which has evolved for the actualization and maintenance of mental and
 11 physical health and well-being? Education should not be confined to developing a student's
 12 cognitive skills without also understanding the emotional connection to happiness and joy
 13 needed to succeed in life. 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 be happy and joyous within their endeavors.

18 Education must also be about training students to develop the wisdom necessary to
 19 function with an emotional system that has been evolving hundreds of thousands – if not
 20 millions – of years. The biochemical/physiological response to cognitive activities of our
 21 reptilian brain are far different than the biochemical/physiological response from cognitive
 22 activities to our mammalian brain. To ignore the intricacies of an emotional biofeedback
 23 system is to disregard thousands of years of survival on the savannahs of Africa by our
 24 original human ancestry. This emotional biofeedback system now needs to be prepared and
 25 cultivated and nourished for successful operation within today's technological world. This
 26 modern environment requires a new awakening and acceptance of an individual's abilities to
 27 guide his or her own life.

29 The importance of physical education, sports, and even early-year recess in school is
 30 that it nurtures the cognitive-emotional relationship to physical health and well-being. We

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1 evolved to be active and these school activities reinforce the correlation between positive
2 emotions and physical health and well-being. Encouraging healthful activity with the feeling
3 of joy is to promote this evolutionary correlation. Seeking joy and the feeling of well-being
4 within physical movement reinforces the physiological and emotional connection that has
5 evolved over millions of years.

6
7 Performing arts such as dance, theater, and music especially ask each participant to
8 connect with and to discover their emotional awareness. These disciplines require an
9 exploration into emotions. Instead of promoting a culture of emotional ignorance, they
10 promote a culture of emotional understanding and appreciation. This emotional awareness is
11 a vital factor in comprehending the alliances between cognition, emotion, and physiology.

12
13 Basic lessons in the understanding of and the application of one's own emotional
14 system are vital. This means that our youth need education about how to develop joy in their
15 lives. Emotional wisdom is about taking healthful actions in joy rather than taking
16 destructive actions in anger. The capacity to perform the mental gymnastics necessary to
17 pivot from destructive to healthy mental and physical actions should be developed within
18 early childhood education to take full advantage of the brain's neuroplastic behavior to
19 reinforce these habits.

20
21 Students must receive the cognitive training and skills to climb up the emotional
22 staircase from the lower emotions of rage and anger, to the higher emotional levels of
23 frustration and irritation, and finally to the pleasurable feelings of positive emotions. The
24 failure to develop this cognitive-emotional wisdom, where emotional evolution is ignored,
25 can be directly tied to our society's violent behavior where movement up the emotional
26 staircase is never learned, developed, nor practiced. Like successful students in school,
27 successful people in life know how to use their emotions to guide their cognitive activities
28 towards achieving their goals and agendas.

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

9
 10 The emotional biofeedback system has evolved to constructively guide individuals so
 11 that violence is a last resort response to the threat of immediate physical danger. The
 12 overhaul of our criminal justice system must start with an overhaul of our educational system
 13 and cultural values pertaining to understanding millions of years of emotional evolution and
 14 the nurturing of cognitive-emotional wisdom.

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

15
 16 The mental skills and agility that most people have developed from birth to navigate
 17 successfully through the societal nuances and intricacies of “what feels good is good” and
 18 ‘what feels bad is bad’ is largely absent in the tens of thousands of incarcerated people. Here,
 19 as a result of reinforcement of negative thought patterns with a misunderstanding of
 20 emotions as a feedback system, cognitive activity has never moved up the emotional
 21 staircase into the pleasures of successful and compassionate living. Any successful, sustained
 22 rehabilitation is also dependent on understanding the brain's neuroplastic nature by our
 23 teachers, our parents, our schools, our religious figures, and by our politicians who are
 24 blindly, or maybe purposely, setting up rules and laws with punishments that only further
 25 degrade human intellectual and emotional wisdom and well-being. **The brain can be**
 26 **rewired from an emotionally negative decision processing that accentuates destructive**
 27 **behavior to an emotionally positive decision processing that accentuates rewarding,**
 28 **useful and constructive behavior and results** (Begley, 2013).
 29
 30

7.0 Cognitive-Emotional Wisdom

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

10
11 Within this new world, punishment is not justice and human degradation is obscene.
12 In this new world, empowering an individual to create their own, unique and wonderful
13 world of joy is paramount. Here, society nurtures cognitive-emotional wisdom, the wisdom
14 that finds a thought that feels better within a process that developed over tens of thousands of
15 years of evolution and that is now etched in our DNA.

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

7.0 Cognitive-Emotional Wisdom

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

16
17 Who can predict the motivation, drive and desire of a person to return to the life of
18 freedom and the life of well-being, joy, vitality, and enthusiasm for another day's adventures
19 even after years or even decades of imprisonment? Within a climate of doubt and disbelief of
20 reform possibilities there may still exist within many individuals a flame of hope and the
21 necessary drive to work and develop his or her cognitive-emotional wisdom and return to the
22 freedoms and harmonies of joyous well-being. There is a moral duty and a Constitutional
23 mandate for society to explore the possibilities and to give those imprisoned a chance to
24 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to
25 explore, develop and learn about the mind-body-emotion-consciousness connection.
26 Likewise, there is a Constitutional and societal responsibility to understand cognitive-
27 emotional wisdom and the brain's neuroplastic ability to change and to develop new neural
28 networks that can redefine new perspectives, new alternatives, and new possibilities for
29 successful living by our incarcerated brothers and sisters. Where is our government that was

1 created to protect our inalienable rights of life, liberty and the pursuit of happiness? Where
2 are the protectors of our Constitution for the welfare of all of humanity?

7.5 Reframing Antisocial Personality Disorder

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

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

21 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity
22 that permits cognitive reflection about the conditions for physical exertion and weighing of
23 conflicting factors of feeling good while getting food versus feeling bad because of the day's
24 heat. The success or failure of these reflections and choices might spawn different genetic
25 lines with different values and behaviors, such as one emphasizing the survival of the self
26 and another emphasizing the survival of the family. One genetic line may care about other
27 people; another genetic line may not. Therefore "antisocial personality disorder" would not
28 be an actual disorder, rather, it would be a natural part of an individual's evolution. Any
29 successful interaction with these individuals – whether individually or as a society – must

7.0 Cognitive-Emotional Wisdom

1 recognize and respond to their lack of any capacity for compassion, understanding, and
 2 kindness except when it pertains to their own well-being and interest.

7.6 Military Personnel Decommissioning

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

7.7 The Wisdom of a Champion: Let Joy Reign

24 *The 'Grateful Red' (the UW student section) are stomping their feet in appreciation*
 25 *for the skillful play of their basketball team. Team execution has reached a new level of*
 26 *excellence. 'Every' shot is dropping, even more bizarre and – amazingly – a teammate is in*
 27 *the right spot for every loose ball, block, rebound or steal. There's electricity in the air. It*
 28 *feels good! It feels great! It is wild. For team member and fan alike, this didn't just happen;*
 29

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

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

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

17
18 An athlete cannot play his or her best having an emotionally negative state of mind.
19 The presence of negative emotions means that a well-balanced and vital body is *not*
20 physiologically present. A biochemical/physiological disharmony, felt through emotional
21 dissonance, manifests directly from cognitive dissonance. Eye hand coordination will be off.
22 Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads
23 to injuries when the body is stressed and pushed to its limits during competition because the
24 mind and body are biologically not working together as a unified whole.

25
26 The mental game of ‘being in the zone,’ ‘creating momentum,’ ‘being connected’ and
27 ‘having confidence’ is about *emotions*, about *good feeling emotions*. There is no mental
28 game, there is no mental focus, there is no confidence, there is no success, unless the
29 emotions and feelings collaborate and acknowledge it. The mind, body, and emotions must
30 work together as a synergistic whole – as the proverbial team – to bring forth an athlete’s

7.0 Cognitive-Emotional Wisdom

1 best performance. This mind-body-emotional game is about cognitively bringing forth an
 2 emotional belief of success, which also brings forth by evolutionary necessity, the correlative
 3 physiological and biological foundation for success.

4
 5 How much time in the off season has been spent in the gym to get the body
 6 physically ready for a long season of competition? How much time has been spent training
 7 one’s cognitive abilities to enter and sustain the emotional feeling of confidence and
 8 knowing of success and its correlative physiological and biological harmony? An athlete can
 9 easily name ten key conditioning and skill exercises they use to develop the body. How many
 10 athletes can name ten cognitive/emotional exercises they use to enter and to sustain the
 11 synergistic harmony of mind, body, and emotions necessary for success (see 8.2: *Exercises in*
 12 *Cognitive-Emotional Rehabilitation*).

13
 14 Every moment throughout every day is an opportunity to train and to practice moving
 15 into a better and better feeling place of success. Every negative emotion is an opportunity to
 16 create a more powerful, emotionally positive mental attitude. Winning starts when each
 17 negative emotion is used as motivation to find a thought that feels better. Each of these
 18 successes helps develop the mental gymnastics required to respond to an evolved emotional
 19 biofeedback system with intent and purpose. The emotional system is giving constant
 20 feedback on whether ‘their head’ is getting into their game of success or into their game of
 21 failure. The question is, “does an athlete have the discipline to listen and the skills and
 22 training necessary to make the cognitive adjustments needed when the competition demands
 23 them?”

24
 25 The mind-body-emotional play of a competition starts long before the actual game
 26 begins and must continue throughout any competition. Championships are lost because
 27 emotional biofeedback gets distracted from the final outcome and is sidetracked into the
 28 pregame publicity of yesterday’s success. Winning feels good but a tournament isn’t over
 29 with the semi-finals. A race isn’t won in the preliminaries. The competition isn’t over until
 30 it’s over. Now is the time for real mind-body-emotional discipline; to use the mind and its

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1 cognitive abilities to focus on, to recreate, and then to maintain an emotional background of
2 previous successful competitive endeavors.

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

8

9 The smallest of actions, a moment of brilliance, any second where “I feel it,” are all
10 mind-body-emotional states of previous successes. It is a time when ‘that felt good!’ The
11 *Exercises in Cognitive-Emotional Rehabilitation* of section 8.2 contains a list of exercises to
12 recreate these mind-body-emotional states as fortification from any barrage of doubts, fears,
13 uncertainties, and questions presented by an upcoming event. Recreate these mind-body-
14 emotional states as a defense from the lure and illusion of a victory that doesn’t yet exist.
15 Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches
16 any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-
17 emotional states as an offense to the opponent’s barrage of jabs, hits and punches to assert
18 ‘their’ dominance. Cognitive/emotional training starts in the off-season at home and
19 continues each day and through each practice and right into the locker room and onto the
20 court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-
21 body-emotional synergy of success. Too many half-time talks by the coaching staff
22 disconnect rather than reinforce each individual’s and the team’s connection to strength,
23 agility, coordination and power.

24

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

7.0 Cognitive-Emotional Wisdom

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

12
 13 Emotions are responses to all that activity going on between the ears. They are an
 14 ever-present coach that lets each athlete individually know where his or her mind’s activities
 15 are heading. The better the feeling, the more mental activities are in *your game*. The worse
 16 the feeling, the closer mental activities are to getting lost in your *opponent’s game*. The
 17 question is, how much time and energy has been devoted throughout an athlete’s career to
 18 understanding and appreciating the cognitive/emotional game necessary for success?

19
 20 Any break in the action provides a moment to utilize the months and years of
 21 cognitive/emotional training and exercises and to stop and step up the emotional staircase.
 22 That is, if in despair to move up into anger; if in anger, to move up into frustration; if in
 23 frustration, to move up into hope; if in hope, to move up into the joy of believing; if in the
 24 joy of believing, to move up into the excitement of knowing.... of success! “A time out is an
 25 opportunity to get *your* mind, your body, and *your* heart into the moment of *your* event. If
 26 you learn how to take the time to own each competitive event and to make those moments in
 27 time joyously yours, then any event throughout life can bring joy and must become *yours*.”

7.8 Emotions in the 21st Century

1
2 The purpose of life from a biochemical/physiological perspective is to find joy. A
3 correlation exists between joy and the biochemical/physiological balances found within the
4 brain's neural networks and the body that makes for a strong and vigorous being. Has not
5 that been the evolution of the emotional system? A false/positive correlation between joyous
6 emotions and lethargy, weakness, and ineptness would only make a being vulnerable and
7 easy prey within the survival of the species. Joy, happiness, and wonderment associated with
8 biochemical/physiological harmony of strength, confidence, skill, and agility, on the other
9 hand, would clearly enhance the survival of the species.

10
11 Genetically, humans are wired to feel good emotionally. The very strength and
12 survival of the individual depends on striving for better feelings and what those feelings
13 represent within the body. It is our evolutionary nature. But we do not thrive as individual
14 beings without the societal strength to create and empower the development of cognitive-
15 emotional wisdom, where individuals learn, develop, and know how to respond to their own
16 individual emotional biofeedback with healthful and joyous actions and behaviors.

17
18 It is necessary to elaborate on some important distinctions which need to be made in
19 our 21st century consumer-focused society. Sugar may have wonderful 'feels good'
20 associations but gaining weight is probably not one of them. Shopping may feel good but
21 getting the bills may not. Having a brand-new car feels great, but the consequences of it
22 being a stolen car does not. The same 'feels good' but 'know the bad' goes for drinking,
23 drugs, medications and all of human behaviors. Knowing what actions may feel good and
24 knowing what consequences may feel horrendous is a product of the cognitive mind and the
25 emotional perceptual system of the body's biochemical physiology. On the other hand,
26 society's acceptance of such action often impacts a person's attention to their own emotional
27 biofeedback: what if a person's behavior aligns with emotional biofeedback but this behavior
28 is contrary to accepted societal norms? And conversely, what if a person's behavior aligns
29 with emotional biofeedback but this behavior *should be* contrary to accepted societal norms?

7.0 Cognitive-Emotional Wisdom

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

17
 18
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8.0 Cognitive-Emotional Therapy

1
2
3 *For those who are not enjoying their ride in life and for those who can't comprehend how*
4 *anybody can possibly say "life is good," may I recommend that you start using your emotional*
5 *system as it has evolved to be used. You will get to a place where, "Yea, I can understand how*
6 *that makes sense, 'life IS good'." It is very unfortunate that the most influential people in a*
7 *person's life may have imparted an impoverished attitude about life. But attitudes can change.*
8 *Nature's evolved neuroplastic brain can grow new circuits of understanding and comprehension*
9 *and provide you with a new awareness, knowing, and capacity to meet the challenges of life – if*
10 *you put in the effort. The world that your neuroplastic mind sees and understood yesterday, will*
11 *no longer exist tomorrow if you change your cognitive habits today. When I came to the point in*
12 *my life that I understood "where I am is not my fault but it is now my responsibility," that is*
13 *when life started getting better for me. It takes effort. But if you have the desire to improve and*
14 *empower your own life, start using your emotions, and understand that if a thought doesn't feel*
15 *good, it's not. If what you are doing in life doesn't feel good, it isn't good, for you or anybody*
16 *around you. You have to become your own superhero and learn how to use your very own*
17 *evolutionary superpowers.*

18
19 Note: cognition/cognitive habits are your aptitudes of awareness and knowing gained
20 through your senses, and abilities to recognize, conceive, and comprehend through your abilities
21 of imagination, inspiration, and reason.

22
23 Cognitive-physiological-emotional health and well-being means: 1) having the ability to
24 evaluate one's own cognitive activities with one's own emotional system, 2) having the ability to
25 STOP...and respond to this evaluation, 3) switching from emotionally-negative cognitive
26 activities to those cognitive activities that will elicit positive emotions and, finally, 4) using these
27 new emotionally-positive awarenesses as the basis for constructive action. Cognitive-emotional
28 therapy is about developing the cognitive skills and habits necessary to harness the evolved

8.0 Cognitive-Emotional Therapy

1 emotional biofeedback system for the purpose of attaining mental and physical well-being by
2 gaining new perspectives of people, places, and events. With this new perspective, new
3 opportunities to act and function will be unveiled that were previously masked by old and
4 emotionally negative cognitive habits. And most importantly, such revised cognition causes a
5 person to actually feel 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
10 wanted (bottom steps) and are used to identify that which is wanted (top steps). The problem and
11 the 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
18 well-being. This starts with learning how to feel better emotionally. The role of the caregiver is
19 to 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.

8.1 Motivation to Feel Better

26
27
28 The answer to the question "how do you feel?" depends on what that person is dwelling
29 upon mentally. Questions such as "tell me, what is going on," "what is happening" or "what's
30 up" coupled with follow up questions such as, "how do you feel about that" or "how does that

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

6
 7 Answers to these questions will also help the therapists find the desires within their
 8 patients’ mental-emotional jungle. These desires can be harnessed as motivation to alter a
 9 patient’s current, negatively charged patterns of thoughts and actions into patterns of thoughts
 10 and actions 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
 16 better. This desire is an important motivation to do the work necessary for improvement.
 17 Feeling good is also needed for activating the underlying neuroplastic changes in the brain that
 18 will lead to a new, different and improved lifestyle (Gorwood, et al., 2008).

19
 20 To feel good, to feel better, to get well, to have a life and to enjoy work and play requires
 21 a 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.”

27 **8.2 Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness**

28 **Training (Your Superhero Toolkit)**

29 All these following tools are methods for quieting one’s focus and fixation within negative
 30 feeling cognitive activities and allowing less negative or even positive feeling cognitive activities

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1 to emerge into conscious awareness. This list of tools is, by any means, incomplete. As
2 Aurobindio Ghose states in *The Synthesis of Yoga* “all life is yoga” (Ghose, 2015) and even work
3 itself qualifies as a means to reach a better feeling self-awareness. Emotions act as a guide
4 because emotions give consciousness feedback on current cognitive activities via conscious
5 perception of the body’s biochemical/physiological state of being. These body conditions are
6 generated because cognitive activities affect the emotional neurocircuitry which in turn
7 precipitates feeling good or feeling bad neurological and biochemical changes in the brain and
8 body.

9
10 *The Book of Human Emotions: From Ambigophobia to Umpty* [offers] *154 Words from Around*
11 *the World for How We Feel* (Smith, 2016). Each word has a causal cognitive (thought) aspect
12 and an effect emotional (feeling) aspect. If one were so inclined to dive into the intricacies and
13 depths of cognitive activities, this would be a good place to start. But rather than understanding
14 the particulars within basic and complex emotions, it is far more important to develop an
15 awareness of what is working and what is not working towards feeling better.

16 17 **8.2.1 Focusing on That Which Is Wanted**

18 “What do you want?” is a question to bring focus and to identify a subject of desire and
19 to bring forth positive emotions. A person knows when they dwell upon “that which is wanted”
20 when positive emotions come forward. Negative emotions come from looking at or dwelling
21 upon such people, places and events a person *doesn't* want. “You have told me what you don’t
22 want; now tell me about what you do want” (Hicks E. & Hicks J., 2006). The presence of
23 positive emotions within the conversation may be attributed to success in changing the subject
24 from the *lack* of that which is wanted to the presence or refocusing on that which is wanted.
25 Continual discussion around these emotionally positive subjects lay the foundational touch
26 stones for moving up the emotional staircase where more joyous and healthy activity resides. At
27 first these touchstones may be just less painful. Yet, with continual work, movement up the
28 emotional staircase will eventually bring emotionally positive results.

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

12
 13 Contrary to normal diminishing ones focus within "that which is not wanted", the
 14 engineering mind and the gamer mind (as in chess) seem to develop positive emotions while
 15 identifying and holding a problem in stasis and simultaneously searching for and allowing
 16 solutions to "come to mind." And there is *The Power of Negative Thinking* (Knight, 2013)

17
 18 Note: The design of the prefrontal cortex seems to be integral to this cognitive-emotional
 19 interplay. The right prefrontal cortex – which is intertwined with negative emotion – seems to be
 20 involved with "what's not wanted" and the left prefrontal cortex – which is intertwined with
 21 positive emotions – seems to be involved with "what's wanted" (Davidson & Begley, 2012). The
 22 precise nature of these prefrontal cortex activities and their relationships to consciousness's
 23 power to change cognitive processes and resulting emotional states needs further research.

8.2.2 Appreciating and Reframing

24
 25
 26 To appreciate a person or persons means to find something of "value" within them to
 27 focus on, which stimulates positive emotional responses. To appreciate a situation means to find
 28 something of value within the situation to focus on. Appreciation means to make the effort to
 29 dwell on some aspect of a person, place, or event that brings about good emotional feelings.
 30 Appreciating nature is a wonderful method for extricating oneself from the harsh 'realities' of a

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1 objects can draw out emotionally positive thoughts is but one aspect of emotional rehabilitation.
 2 But objects, events and even certain smells can also quickly bring back memories of a painful
 3 experience. The opportunity to stop old habits of thought and to develop new habits of thought
 4 presents itself many times throughout the day. Years may have been spent building an
 5 emotionally negative vortex of depressing thoughts and behaviors around a singular traumatic
 6 event. Daily negative flashbacks are a burden. But each flashback is an opportunity to find a
 7 better feeling thought and to take another step up the emotional spiral staircase. (Ref: Section
 8 3.0: “Depression: Mental Illness of Mental Injury” and Section 7.2: “Trauma and Addiction
 9 Corrupting the Cognitive-Emotional Relationship” of the *Symbiotic Psychology Book*.)

8.2.4 Acts of Kindness

10
 11
 12 A healthy lifestyle means to live – and to act from – an emotionally positive place.
 13 Emotionally positive actions develop another pathway to a overall healthier lifestyle. One
 14 method upon this road are acts of kindness. This extends the mental exercise of appreciation
 15 outward and into the world and begins the unveiling of a new life of well-being. A kind act may
 16 be as simple as petting a dog or a cat, smiling at a waiter or waitress, cleaning a room, or
 17 washing a car. The good feelings of a kind act toward others make the reality of an emotionally
 18 positive world more real. It stands as a great contrast to the emotionally negative world that a
 19 person is leaving behind.

8.2.5 Distractions

20
 21
 22 Sometimes reframing may be too difficult. Then, instead of continuing to fixate on a
 23 subject of angst that is just too unyielding to remold into a better feeling accord, it may be time
 24 to step away from the subject and to mentally dwell on something else. The object here is to
 25 radically change focus and to completely distract the mind and its current unproductive activities
 26 onto something that provokes emotionally positive feelings. Go to a movie. Read a book. Enjoy a
 27 bike ride or a walk in the park. If the emotions improve then the distraction is working. The
 28 subject of angst can then be re-approached with a clearer head.

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

8.2.8 Music and the Arts

19 Training in music and the arts is significant in that these disciplines reach into the
 20 emotional system and demand an outward expression to an audience. The processes of reaching
 21 inward and identifying emotional states is a significant step toward harmonizing one's own
 22 cognitive/emotional symbiotic relationship. Music and the arts can provide an opportunity to
 23 bypass confused and convoluted cognitive activities by requiring a concentrated focus into the
 24 inner harmonies of thought and emotion. Music and the arts can also express agitation, anxiety,
 25 nervousness, fear and apprehension. Whatever the desired effect, a sense of understanding and
 26 connection between the harmonies of mind, body, and emotions is required. But for following
 27 one's own emotional biofeedback towards health and well-being, there is only one key
 28 signature.... joy.

8.2.9. Creative Writing and Writing Memoirs

1
2 Creative writing and especially writing of one’s own memories can be very therapeutic
3 by reconstituting past traumatic events into new and innovative meanings that can be used as
4 stepping stones into healthy cognitive-emotional processes. Writers would benefit from an
5 instructor with strong psychological and therapeutic skills to safeguard from personal wallowing
6 and accentuating within old and traumatic events rather than using these events as steppingstones
7 – or spring boards – into emotionally positive desires, visions, and dreams. Writing and bringing
8 old traumas to the light for others to read should be just that, bringing trauma into the light where
9 these events are exposed for personal purposes of self-transformation into a new, exciting and
10 healthier life style where the mind, body, emotions, and consciousness harmoniously work
11 together to bring a new peace, happiness, and joy. (Ref: background reading, Bandler, R.,
12 Grinder, John., (1975) (1976))

13 (Note: Traumatic events can be more demanding and need special attention. Ref: Section
14 3.0: “Depression: Mental Illness of Mental Injury” and Section 7.2: “Trauma and Addiction
15 Corrupting the Cognitive-Emotional Relationship.”)

8.2.10. STOP! Going There

16
17
18 Maybe a subject is so vast and unyielding that the only solution is just to, “don’t go
19 there.” There is no solution, viewpoint or aspect that elicits positive emotions. Avoidance may
20 not be “how I was brought up” or “politically correct” but it may be important for a person’s
21 health and well-being. “That is not your problem,” may be the best advice a therapist can give
22 for developing a patient’s health. There is an important lesson here in valuing personal health
23 and well-being and the role of the personal emotional biofeedback system over the values
24 imposed by society and others. For example, fixating on hunger, poverty, torture, abuse and all
25 the injustices of the world, or on the COVID-19 epidemic can become overwhelming. If a person
26 isn’t able to engage a subject and emotionally feel good about his or her own understanding and
27 place within that world, then perhaps it is a subject best put aside.

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1 *Ha'makom yena hem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim."*

2 (myjewishlearning.com)

3 3) "Sadness is the heart telling you to find Allah. Depression is not listening to your
4 heart. Comfort is remembering Allah is always there." Yahya Adel Ibrahim

5 (islamicquotesdb.com)

6 4) "The LORD is my shepherd; I shall not want..." Psalm 23 (King James Bible)

7 5) "Wherever you go, go with all your heart." Confucius (goodreads.com)

8 6) "Happiness radiates like the fragrance from a flower and draws all good things
9 towards you." Maharishi Mahesh Yogi (brainyquotes.com)

10 7) "There is no path to happiness: happiness is the path." Gautama Buddha

11 (quoteideas.com)

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

14
15 **8.3 Cognitive-Emotional Wisdom in Therapy**

16 Emotions have value. They are important. But to have value and to be important
17 emotions must be used as they have evolved. The presence of negative emotions did not evolve
18 to add fuel to the fire and escalate emotionally negative situations and events down an emotional
19 negative spiral into more negativity. Like a runaway train down a mountain, there is not going to
20 be a good outcome. The question is, can a person become the observer-self? Can a person
21 separate him or herself from the pathos of the moment....and STOP...stop the cognitive
22 activities that are fueling the fire? (Dubic, *The Brain*), (Goleman & Davidson, 2017) Can the
23 therapist help a person become empowered to stop, and act upon a negatively charged situation
24 in a more emotionally positive direction? The quicker a person realizes that he or she is on a run-
25 away train, spiraling out of control, the easier it becomes to stop the downward and emotionally
26 negative train of thoughts and actions.

27
28 Much of a person's negative emotion comes from dwelling on the undesirable actions of
29 others. Try telling someone who is angry at someone to look the other way at what they do want
30 in order to feel better and that angry person may reply, "I will feel better when I punch him in the

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

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

18
19 A person may have to focus only on a very narrow and constrained view of the world in
20 order to access and use his or her emotional biofeedback. A person’s world view may be limited
21 to a backyard or to the shadows on the bottom of a pool of water. But as healing occurs,
22 broadening the understanding of how to use the emotional biofeedback system in an increasingly
23 vast and complicated world becomes possible and necessary. Developing the cognitive-
24 emotional ability to function in society is one measure of health. A greater measure of health and
25 sanity is to actually enjoy the opportunities society offers. Tens of thousands of years of human
26 evolution have developed within our species the capacity to use our emotions to guide our
27 cognitive behaviors towards a life of health, prosperity, and well-being.

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9.0 Emotional Biofeedback – The Dark Side

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

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

9.1 The Grand Illusion Feeding the Dark Side of Emotions

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

- *'She was attempting to control her emotions'*
- *'He began to drink heavily and seemed quite incapable of controlling his emotions. 'How could she have let him do this to her, to affect her this way so that she had no control over her own emotions?'*
- *'He said the crash had devastated the entire station and emotions were still raw.'*
- *'When he does react, he makes sure that his rational side is always in control of his emotions.'*
- *'Her emotions were too strong, too raw, for her to be able to suppress them any longer.'*

- 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
10 emotions by: “Emotions *produce* different physiological, behavioral and cognitive changes”
11 (Italics mine for emphasis) (Wikipedia, *Emotion*).

12
13 All the previous sections of this book have been an argument and explanation of a
14 different cognitive construct of emotions: “*emotions are consciousness’s perceptions of the*
15 *body’s 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, their
18 patients and the mental health profession suffer greatly with the perpetuation of this grand
19 illusion as ascribed to by most of humanity.

20 21 **9.2 The Morality of “Feels Good Is Good”**

22 To recapitulate what has been stated earlier, the cognitive construct of the emotional
23 biofeedback system evolved out of the necessary correlative relationships between cognition,
24 biochemical physiology, emotions and consciousness that promoted life throughout the ages.
25 In the most basic biological sense, this means that “what feels good is good”. That is,
26 cognitive activities that support a healthy, vital, and vigorous biochemical physiology must
27 feel good. Any cognitive activities that depress health, well-being and survival that would
28 also correlate with the conscious perception of good feeling emotions instead of bad feeling
29 emotions, would promote behavior contrary to the existence of the species. This basic
30 biological play between good and bad feeling emotions grows extremely complex as humans

9.0 Emotional Biofeedback – The Dark Side

1 have evolved an extensive and intricate cognitive neural circuitry to manipulate a multitude
 2 of cognitive facets and reflections of constructs, concepts, knowledge and awarenesses. But,
 3 no matter the complexity, the basic evolutionary correlation of health and well-being rests
 4 upon conscious manipulation of cognition and a return to good feeling emotions. Using one’s
 5 own emotions to evaluate one’s own cognitive iterations is called emotional biofeedback.
 6 The skill and gymnastics to manipulate these cognitive intricacies into joyous health, well-
 7 being, power, and freedom for self and others is called emotional wisdom.

9.3 Emotional Feedback Gone Wrong

10 Often nature’s wonderful cognition, biochemical physiology, emotions and
 11 consciousness correlation relationships have gone astray. Humans have evolved to be happy,
 12 joyous and healthy beings. Yet, this is far from our current status quo. An introduction to the
 13 how, where, and why nature’s emotional biofeedback can go wrong is discussed in the
 14 following paragraphs.

9.3.1 Aberrant and Destructive Emotions

17 The “modern” psychological cognitive construct of emotions believes in aberrant and
 18 destructive emotions. The premise of cognitive behavior therapy declares that emotions
 19 “produce” biochemical/physiological changes rather than that they are the perception of
 20 biochemical/physiological changes. According to this view, emotions are bestowed with a
 21 causal property such that they are falsely understood as aberrant and destructive – or the
 22 opposite – normal and constructive, and thus their evolved power of guidance is obfuscated.
 23 Thus, instead of emotions being used to guide cognitive activities, they are treated as a
 24 dangerous disorder that must be managed and controlled. This illusionary construct is
 25 ignorant of (1) the dependent nature of emotions on the cognitive processes of knowing and
 26 awareness, namely, perception, recognition, conceiving (which includes imagination and
 27 inspiration) and reasoning (Encyclopedia Britannica, Cognition: thought process) where
 28 understanding and comprehension can project future consequences and events and (2) the
 29 influence of this cognitive activity – through activation of an “emotional” neurology – on the

1 biochemical physiology of the body/mind, which (3) activates the emotional neural networks
2 of perception.

4 **9.3.2 Emotional versus Cognitive Disorder Management**

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

11
12 Yes, emotions change with the change of cognitive behavior in both cognitive
13 behavior therapy and emotional biofeedback training, but the difference lies within the intent
14 of these disparate theories. Within cognitive behavior therapy, emotions are in disorder and
15 in need of management and if emotions cannot be personally managed, then pharmaceutical
16 management of *emotions* is warranted. But, to artificially sedate and manipulate emotions is
17 to falsify and distort consciousness' perception and awareness of the body's biochemical
18 physiology and thus, to falsify and distort the very awareness of the cognitive behavior or
19 activities that this therapy purports to utilize for healing. This can generate a vast disconnect
20 between emotions, cognition, and resulting behavior. This truly is creating insanity.

21
22 The intent of emotional biofeedback is to use emotions to guide cognitive behavior
23 because emotions are reflecting the consequences of cognitive behavior on the body's
24 biochemical physiology: any disorders and chemical imbalances or neural network
25 abnormalities are due to these cognitive activities. If cognition cannot be personally
26 manipulated with one's conscious awareness of own's own personal emotional state, then it
27 is *cognition* that must be pharmaceutically managed, rather than emotions. What is retained
28 in emotional biofeedback therapy is not a distortion but an honest and accurate emotional
29 feedback of cognitive behavior or activities.

9.0 Emotional Biofeedback – The Dark Side

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

11
 12 **9.3.3 Medication Addiction: *Inertia – a body at rest...***

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

21
 22 How easy is it to avoid the effort needed to question one’s own thoughts and values
 23 and to rework a lifetime of so-called ‘useful’ core beliefs? A psychiatrist explains to you that,
 24 “your condition is the result of an illness. You are not at fault, but you must be responsible
 25 and take care of yourself and learn to manage your illness. Your responsibility is to now take
 26 these medications for *your own benefit*, maybe/probably/definitely for the rest of your life.”
 27 Your doctor doesn’t question their years of education, training and the millions of dollars
 28 spent on researching and reinforcing the paradigms of affective disorders, diseases, and
 29 illnesses. Who are you to question the seduction of pill therapy, which is only further
 30 reinforced when these drugs camouflage any emotional dissonance that existed as signals

1 that you need to alter your own cognitive behavior? And to further dilute your powers of
2 emotional biofeedback, the pain and agony of chemical withdrawal because of biological
3 addiction and the ensuing suffering from not taking certain medications and drugs can be the
4 final blow to the freedom and empowerment emotional biofeedback would otherwise
5 promise.

6 7 **9.3.4 Self-Indulgence**

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

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

19
20 Merriam-Webster defines self-indulgence as: excessive or unrestrained gratification
21 of one's own appetites, desires, or whims. This definition promotes the view that a self-
22 indulgent person dives in and explains, expounds, and continues the emotional roller coaster
23 ride by allowing their emotions to drive cognitive behavior. On the contrary, it is cognitive
24 behavior which further drives and embellishes its own cognitive vortex, thus accentuating an
25 emotional feedback reverberation loop. An emotional roller coaster may be fun at a concert,
26 play, or show when it is enhancing emotional joy, but if the same uncontrolled self-
27 indulgence activates hatred, envy, anger, depression or some other emotionally negative
28 pattern of thought, it can be a disastrous ride through hell, very possibly resulting in a tragic
29 ending of death/suicide.

1 *innocent or abusive the encounter, he initiates a lifelong crusade damning tens-of-thousands*
 2 *of people whose sexual encounters don't meet his standard of propriety to a lifetime of*
 3 *punishment, pain, and suffering. He continues with no acceptance of the fact that all people,*
 4 *including sex offenders, have the neuroplastic capacity within their brains to change,*
 5 *reinterpret reality, and to recreate a beneficial new reality and quality of life for themselves*
 6 *and for all those around them. (ref. documentary film *Untouchable*: David Feige, director.)*

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

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

24 25 **9.3.7 Cognitive and Emotional Entanglement**

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

9.0 Emotional Biofeedback – The Dark Side

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

5
 6 Cognitive and emotional entanglement is the infectious quality of thoughts, concepts
 7 and ideas to spread across a population. Fan support of their home team is fun. Mob insanity
 8 for a lynching is incomprehensible....to most of the world. The South’s enthusiastic
 9 unification into the Confederacy to defy the Unions’ usurping their righteous belief in
 10 slavery, Nazi Germany’s mass hysteria for Jewish extermination, and white America’s
 11 extermination of the Native American population shows how insidious and infectious
 12 thoughts, ideas, and beliefs may become unquestioned and acceptable patterns of thought and
 13 behavior. Again, the lack of emotional biofeedback training is horribly unappreciated.

14
 15 Acceptance of the absurd and ridiculous may seem impossible but the brain, with its
 16 extraordinary neuroplastic adaptive abilities, makes the many socio-diverse populations
 17 possible. Inanities to one population are acceptable and unquestionable truths to another.
 18 Closed, untarnished and free from contamination by outside realities, segregated populations
 19 are free to evolve their own myths, constructs and truths....as in the conclusion that “*I*
 20 *deserve death, simply for existing....*” *rationalized below:*

21
 22 “The church also taught me the story of Jesus, the son of God, whom God sent to
 23 earth as a defenseless human infant. Jesus spent 33 completely sinless years on this planet,
 24 only to be brutally murdered as a sacrifice for me, because of me. I was born with my sinful
 25 nature and no matter how good I try to be, how many prayers I pray or Bible study
 26 gatherings I attend, I am ultimately a sinner — and the wages of sin is death. According to
 27 the church, I deserve death, simply for existing. But the church also claims there’s good
 28 news! Even though I deserve death, Jesus’ bloody crucifixion and subsequent bodily
 29 resurrection saves me from a fiery eternal hell — all because I believe this supernatural story
 30 and earnestly accept the gift of his grace. And because of this sacrifice, I owe him a lifetime

1 of gratitude, worship and a commitment to follow his commandments (even though, because
2 of my human flesh, I will always ultimately fail him) (Baker, 2018, Nov. 11). ”

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

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

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

21

22 **9.3.8 Core Beliefs: The Good, the Bad, and the Ugly** (Vincenzoni & Leone, 1966)

23 The definition of a core belief can be very complex under the epistemological view
24 called foundationalism, or a core belief can have a simple, useful definition of – commonly
25 accepted thoughts and ideas held without question. I have done my best to outline how a
26 commonly accepted understanding and definition, that is the core belief, of emotions has
27 outlived its usefulness. Any discussion of emotions can and should be thought of in their
28 simplistic sense rather than within some complex theoretical view, reserved only for a very
29 highly educated few. Simply, there exists something commonly called emotions that we feel,

9.0 Emotional Biofeedback – The Dark Side

1 and it feels good or it feels bad. The great question is not really “how do you feel?” but “how
2 do you want to feel?”

3
4 The flexibility of the mind, body, emotion, and consciousness relationship is
5 confoundedly amazing to realize, as exemplified by the thousands if not millions of different
6 societies around the planet over the thousands of years of human existence, each with their
7 own unique beliefs, understandings, interpretations, and explanation of life’s realities. The
8 core beliefs within a culture that are passed down through the generations can be very useful.
9 The concept of reincarnation has allowed billions of individuals to find comfort within their
10 difficult existence. But this same understanding of cause and effect surrounding life’s good
11 and bad fortune can allow for the ignorance of possible, and very real, action available to
12 individuals within their culture for their own upliftment and for the upliftment of their fellow
13 humans.

14
15 Within another culture exists a core belief of just punishment for breaking the law.
16 Within this discussion is a very real and complex debate of what is law and what are the
17 grounds for its existence and what is just punishment and the grounds for its existence. These
18 core beliefs are useful and have demonstrated great success in many cultures, but the
19 acceptance of such beliefs have curtailed the debate of how the core belief of forgiveness can
20 be the mainstay of a successful culture. A developing new core belief and understanding of
21 neuroplasticity – the concept that the brain can rewire itself to accommodate new beliefs and
22 realities – leads to a frontier of law and justice without punishment.

23
24 Justification for the domination of one people over the other, for the enslavement of a
25 people, or even for the extermination of a people has somehow always found a foothold
26 somewhere within the human psyche. Even today, war wages, individuals are tortured, and
27 children are ripped away from their families in the most *advanced* civilization ever to exist.
28 This same culture justifies the deaths of the 45,000 people who die annually because of lack
29 of health care (Cecere, 2009) so the richest people in the nation can have even more wealth.

1 As a world, the people in power justify more wealth in exchange for the deaths of 10 million
2 children who die yearly from lack of health care (Associated Press, 2008).

3
4 Because the brain has the capacity to rewire itself and adapt to accommodate the
5 billions of individual families within the thousands of cultures around the world, a person
6 can learn – and many have learned within a proper environment – to be empowered for
7 joyous success without disempowering another’s capacity for joyous success.

8
9 *Until the illusion of emotions is understood, your personal power will always be*
10 *manipulated by those who deem their own joy and success is dependent on disempowering or*
11 *taking from others.*

12 13 **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

14 The “reptilian” mind is a metaphor for a very fast and reflexive cognitive neural
15 network processor (brain/mind). Reptiles have been a very successful animal species on
16 Earth, dominating the landscape for hundreds of millions of years, whereas modern human
17 existence can only be thought of in tens of thousands of years and our domination of the
18 planet in terms of a few thousand years (Kaneda, 2018).

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

25
26 Mammalian ethics is a metaphor for a complex, and sophisticated cognitive
27 mind/brain processor. Mammalian ethics is about thought and reason, a might *for* right
28 attitude. It is not because I have the power it is right but what is right? If I have the power of
29 deception, what is the right use of deception? If I have the power to decide, what is the right

9.0 Emotional Biofeedback – The Dark Side

1 clash of ideals arises against society’s rules of behavior. Individual conflicts with statutory
2 rules, class rules, house rules, and ‘my’ rules and customs are inevitable. But maybe here,
3 “what feels good” is good has not gone wrong.
4

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

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

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28
29

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1

10.0 Conclusion

1
2
3 The human spirit is intertwined within a massive collection of neural networks and
4 circuits. Evolution has guided all these interconnecting relationships into a highly
5 functioning being who learns and grows and strives for a joyous collaboration with his or her
6 internal and external environment. The nature of being is to be healthy and to live a joyous
7 life. Those who haven't naturally grown into this wonderful connection may need help and
8 guidance in utilizing an emotional system that has evolved to guide their cognitive universe.
9

10 Well-being begins with an appreciation and understanding of the remarkable
11 emotional biofeedback circuitry found within each and every person. Those striving to
12 become well may need the help of a psychology and psychiatry discipline that honors and
13 promotes the emotional system as an evolved biological sensory system of the human spirit.
14 Some people may need the help of pharmaceuticals specifically designed to help them
15 manage their cognitive behaviors with the guidance of their emotional system. And with
16 successful psychological rehabilitation, there is a need for a progression of less invasive
17 medications that allow – and demand that – individuals be more responsive to their own
18 emotional biofeedback.
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
22 biofeedback in ever new, healthful and creative ways. Despair, frustration, anger, hate and
23 depression should not serve as fuel for acts of violence, war and suicide. Instead, they should
24 serve as a springboard of awareness for the need and priority to.... STOP ...to stop the
25 downward spiral into hell.
26

27 There is an array of neural networks associated with positive emotions, physiology
28 and actions, a second associated with negative emotions, physiology and actions, and a third

10.0 Conclusion

1 that inhibits and freezes action. The inhibitory neural network provides the circuitry to stop
2 and 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 mental
4 locus of great pain and anguish there exist steps to lesser pain, from which exist steps to no
5 pain. Eventually these clear and iterative improvement steps will lead to new places and **acts**
6 of appreciation, joy, and passion. The value of therapy, psychology, and psychiatry to help a
7 person retrain his or her mind cannot be underestimated. A new life can be reborn and that is
8 a very wonderful event.

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 biofeedback system.

Part 4:
Essays on Emotional Wisdom

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

(rev2007-01-29)

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

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

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

(A) Nets on Fire: Making the Air Electric

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

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

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

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

in every moment, guiding, and letting each individual player know which direction their mind's activities are going.

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

Andrew Jackson

2007-01-29



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

(rev2018-09-14e)

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

Understandings in the physiology of psychology and emotional psychology have not been integrated into the fundamentals of criminal sanctions and the understanding of justice. Although those who condone current practices of incarceration may defend them as proper and acceptable in modern society, I will argue that, in the absence of programs to reform incarcerated people, these practices (1) should be understood as cruel and (2) should be understood as limiting and even prohibiting the free exercise of religion.

- a. ARGUMENT 1: Neuroplasticity (Jackson, 2019) is a concept supported by scientific discipline which indicates that the brain has the capacity to rewire functional areas of itself as a result of new experiences thus providing for a capacity within a being to cognitively reinterpret life experience and to reform a previous self-destructive existence.

Within the current culture of punishment and incarceration, without a reformation agenda, this natural attribute of brain physiology tends to reinforce and maintain a cognitive neural circuitry of criminal behavior. That is, the learning experience within this environment tends to accentuate the existing neural circuitry of the brain that has led to an existing criminal interpretation of life experience. This reinforced criminal interpretation of reality diminishes and even prevents a person's religious freedom to

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

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

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

- b. ARGUMENT 2: Emotional biofeedback Theory (Jackson, 2020) redefines an evolved emotional neural circuitry as a neural circuitry of perception of the body's biochemical physiology precipitated by the brain's cognitive activities. This means that the neural circuitry of emotional behavior has an evolved function to guide cognitive behavior and physical activity towards the desirable aspects of life, such as, health and well-being. Emotions have naturally evolved to lead physical and cognitive behavior towards life, liberty and the pursuit of happiness.

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

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

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

- ii. Also, **this emotional reality** of criminal behavior tends to further convolute a person's intent, rational capacity, and self-control and therefore is cruel. (reference Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)
- c. CONCLUSION: Neuroplasticity and an Evolved Emotional Feedback System redefine humanness and reconceptualize what it means to be human (Benko, 2015). These new understandings within the physiology of psychology must be incorporated to understand the nature of the actual punishment being inflicted upon a person within current incarceration as punishment practices that preclude any means of reformation.

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

Andrew Jackson



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(C)Memoir: Hell on Earth (As Is Heaven)

(rev2020-07-10a)

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

The Farm:

When I was born as the second son, my father decided to follow his mentor from college, Aldo Leopold, and raise his family on a farm. Aldo Leopold was a well-known conservationist best known for his book *Sand County Alamac*. Pepper, as everyone including us kids called our Dad, helped build the cabin on the Wisconsin River featured in the book. Therefore, to my grandparents’ chagrin, especially to that of my paternal grandfather who was a famous surgeon, my parents bought a farm. My maternal grandmother was not too happy either. She was Assistant Dean of Economics at the University. Nevertheless, to me, the farm – with Pepper’s tutelage – became a place of continuous revelation.

I must have been two or three when we moved on to the sixty-acre homestead with the original wooden cook stove in the kitchen, a coal burning furnace in the dining room, and a two-seat outhouse as a toilet. The cook stove was replaced, and a bathroom was built upstairs, but the coal furnace always remained in the dining room. During the winter, Jack Frost covered the inside of the upstairs windows where we slept with a thick layer of leaf designed frost.

During these early years on the farm, I was left largely to my own devices and freely roamed around the farm with my older brother Steve or, as was most of the time, by myself. The animals on the farm were always a source of curiosity. This included the pigs we raised to Mike and Molly, the family of Irish Setters, and later to Bart, a German Shepard, and Blackie, a Black Lab mix. Several generations of cats came and went over the years with each mother catching mice, chipmunks, and gophers to feed and to teach their kittens how to hunt. In addition, there were raccoons, deer, wood chucks and an occasional fox.

There was a connection to the weather and the four seasons that developed because how they constantly affected daily life. Rain was not the sad metaphor of many songs, but it meant life for crops. Summer thunderstorms were exciting and winter blizzards were made for play. Every spring we had hundreds of migrating geese, ducks, and even some brilliant white swans stopping in our fields. A neighbor once took us into the woods to show us a newborn and spotted fawn in the brush – curled up motionless. Summer was the brilliant green and life of growing crops. Fall was the harvest and the changing leaves foreshadowed the shortened days of the coming winter.

Months were not measured by a calendar, but by the seasons and the moon. Within each season, one day was much the same as another. What did change from day to day, or should I say from night to night, was the phase of the moon and its position in the sky. Each night the moon changed its shape and would have moved a little further east against the brilliantly lit up night sky amass with stars.

The indigenous people have a different and more personal relationship with the earth and sky. They are called Mother Earth and Father Sky. Maybe this relationship exists because they listened and heard the voices of nature and knew and felt its presence. . . as I did. As I grew up and became indoctrinated within the culture of a civilized society, my worlds collided – leaving me imprisoned within the psychiatric wards and medicine of the advanced culture of modern man.

(C) *Memoir: Hell on Earth (As is Heaven)*

Knock-Knock:

His world was green, vital, and alive with tall fox tail grasses growing in the pastures and rows upon rows of corn in the fields vibrating with energy. Always barefoot, he now carefully climbed the wire fence that held in the farm's Black Angus cattle. His mother wanted to name him Angus, but the eventual decision was Andrew, or Andy for short. He liked those big black cows and he learned that his name, Andrew Jackson, was special.

There was a special trick to climbing a fence barefoot and he had figured it out long ago. The key was to put the wire just in the right spot on the ball of your foot. It also helped to pull with your hands, again putting the wire in an especially thick part below the fingers. Then, you always climbed at a wooden fence post – not those skinny steel ones – because you had to climb high enough and put both hands on top of the post. This allowed you to take all the weight off your feet and swing them over the top of the fence. This was particularly important if there was a strand of barb wire running along the top, which, since this fence had to keep in some cattle, it did.

He was only 5 years old and the fence was very big. His efforts paid off as he was now lying on his back on a little rounded knoll in the back-pasture gazing at the white cotton clouds shifting and dancing across the bright blue summer's sky. As the clouds appeared and rolled and churned within their bright blue canvas, he called out the shapes that appeared before his gaze. A dragon with his fiery breath suddenly loomed over the land, and then a mighty horse appeared, just over to the left of the dragon, running to chase it down. There were many characters in the sky but after a while he grew tired of this game and that is when he heard a voice.

“So, what do you want us to make?” he heard the clouds ask.

He thought for a moment, pondering the question. “How about a teapot?” he replied thinking nothing at all about being asked to alter the sky's landscape.

He then watched the clouds grow here and disappeared there, and with a twist and a churn right before his eyes, he saw a teapot.

“How about a crocodile?” he exclaimed.

Again, the clouds started swirling and rolling around in no observable pattern. To any passerby, it was a warm summer’s day with white fluffy clouds passing by. However, as Andy watched, he began to see a familiar shape as a crocodile appeared. It swam across the sky with its gigantic jaws seizing upon a fish.

After a while, he got up, stretched his arms and legs and walked home without a second thought about his artistic friends in the sky with whom he had been playing. He was hungry, looming ahead was a fence to climb and his feet were bare and a thistle may appear from nowhere. He turned his head for one last look; in the sky above his head, a Phoenix appeared with his wings spread half way across the sky.

Who is There?

It was a dark late September night without a cloud in the sky. Pepper was on his way to do some last-minute inspection of the pig pens to make sure they were secure. Pigs were very talented and strong and were quite capable of engineering an escape when it was least expected. The stars were brilliant and the Milky Way with its light hue looked like a giant stream meandering across the landscape. Andy had decided he was going out to join Pepper on his late-night chores.

The night was cool and brisk and so Andy buttoned the top button on his green, wool Army Surplus jacket. World War II had just ended a little over ten years ago and Pepper used the extra surplus as a means to save money. Unfortunately for Mom, or Kathryn depending on the situation, these were dress jackets and she had to sew in an extra button and hole to close off the neck. Unfortunately for the three boys in the family, the wool was scratchy under the

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chin and the jackets were short and cut off at the waist. There was always a cold gap exposing the skin to minus twenty-degree temperatures and blowing snow in the winter.

As they walked between the barn and the tobacco shed, now laced with pig pens – growing tobacco had once been very common on these old farms – Andy stretched and looked around and found the Big Dipper through the leaves of a giant maple bordering the driveway. He could not always find the North Star, but he knew where to look. Pepper had taught all the kids how to line up the last two stars of the dipper. The North Star was behind him and so Andy knew they were headed South. However, this was just a mental exercise because he already knew how the farm laid out to the compass headings.

“Where are you going?” Andy asked his dad while trying to keep up with his long strides.

“I thought I would go out back and check out the corn.”

It was nearing the end of the corn growing season. It was important for every farmer to go out into the fields and husk out an ear or two of corn to see how kind the weather was that year. A good season meant a little extra food for the animals that did not need to be bought at the local feed store and a little extra change in the pocket. Andy was oblivious to the finances and never became privy to them until Pepper died some fifty years later.

As they stood out beside the sow house, as the last little building was named, Pepper looked up at the stars. Andy stared up with him in silence. There was something big, huge, and mysterious going on with all those stars way up there and the Earth way down here floating like a giant marble in space. It was a silent moment of reverence for some great unknown vastness.

“I wonder what is behind the stars?” he heard Pepper quietly speak as if he himself was in some mysterious place.

“Behind the stars?” Andy thought to himself. “Behind the Stars?” Then, it hit him like an avalanche careening down the mountain. There was something behind the stars! He was looking up at a wall, a ceiling, or a floor and he did not know what. Nevertheless, he could feel something beyond and behind.....the stars! It was the Universe. Furthermore... the Universe was alive.

Mania

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

I listened to, and tried to make work, the tools given to me by the many therapists, psychologists, and psychiatrists in my life. It was not working for me. I could not make their world of mental illness, hospitals and medications my life. I was not going to be able to keep myself alive in this hell much longer. Unfortunately, I had been taught to tolerate and to ignore negative feelings and emotions. Therefore, rather than making an effort to feel better, I did nothing. I did not know what to do. This usually meant a brainstorm of more emotionally negative thoughts that would escalate an emotionally negative situation further along the downward spiral. Like a runaway train down a mountain, there is not going to be a good outcome.

Of course, this was all internalized. I had learned not to complain about aches and pains. In the cold of winter growing up on a farm, chores had to be done. Emotions were like frost bit fingers. If there was not a medical necessity and the pain could be tolerated, keep quiet and do your job. I had broken my arm, dislocated my wrist, broken my collarbone twice, stepped on nails that went through my foot, and tolerating dozens of slivers imbedded into my

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hands and feet. I had learned to take my frozen hands and run them under lukewarm water. When the severe pain stopped, they were thawed out. Pain, physical or emotional, was a part of life. You tolerated it and kept working. That is life. Emotional pain is inconsequential – or so I thought.

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

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

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

Most often my ‘black out’ periods were affiliated with a manic episode. Around 1989, I “awoke” once in a hospital and wondered how I got here. The caregiver said I had gone up to a

police car and told them that “my friend” needed help. “My friend” turned out to be a garbage can. During other psychotic-manic episodes, I would remember events up to hospitalization and then lose a few days to blackout periods. I once “awoke” at a table in a mental hospital. The nurse gave me a pack of Camel-strights, the cigarette my mom smoked on the farm. Apparently, I now smoked and went outside with the others to have my “first” cigarette.

Another time, in 1990, I “awoke” with my mother in a drug store. Somehow, I was now in Madison, WI, 200 miles from UW-Stout where I had just finished my second master’s in Tech Education. We were getting my prescriptions refilled. I carefully started probing about the circumstances. I was on my way to teach industrial management in Xianyang, China. I have no idea of how many days or even weeks had gone by. Apparently, I had “lost” approximately 10 months of meds for my trip. We got my meds refilled and the very next day I was on my way to China.

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

Not until the illusion of emotions is understood, will the power of emotions be revealed and the efficacy of evidence-based therapies be realized.

High Desert Pilgrimage

Call it chance, call it luck, call it what you will. I left my job as a quality manager and followed my wife, a first-generation Chinese immigrant, from Rio de Janerio to El Paso, TX where she had gotten a “better job”. Everything kept getting worse. I was ready to die when,

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through the power and strength of my wife, I met 3 key *healers* who reintroduced me to a long-lost stranger, my joyous self.

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

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

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

It was 1992 and I was in the high deserts of El Paso, TX when I initiated my “Program to Freedom”. I was betting my life that on a new idea that came to me. For over a decade, all my psychiatrists told me I had a biochemical “imbalance”. I thought, “If when I am feeling miserable and psychotic and it is because I have a biochemical “imbalance” does that mean when I am feeling better, I have a biochemical “*in*-balance”? I became my own lab-rat.

I started applying an idea of using my emotions to guide my behavior, especially to guide my mental behavior of what I was thinking, dreaming, imagining or even contemplating. It was obvious to me that my emotions correlated with my mental activities. I was betting that these cognitive activities also correlated with my biochemistry. I began to use my emotions to guide my mental activities to improve my “biochemical imbalances.” If a thought brought about an emotionally negative response, I would make attempts to “eliminate the negative.” If a thought brought about an emotionally positive response, I would make attempts to “accentuate the positive.” I was becoming more confident with the success of my “Program to Freedom” and its path to my recovery.

Every time I had previously stopped taking my medications, I eventually went psychotic, only to prove my doctors and parents right that mental illness was a lifetime sentence. I always felt that they were wrong and this time I was going to prove it. I worked very hard over these next few years to change my mental-emotional state to change improve my biochemistry “imbalance”.

I must admit that 1995 was not a good year. A couple of manic episodes had me end up in a mental hospital and the last one ended up in jail with my wife asking for a divorce. I understood completely and I was very sorry I could not be the person she married. That person was alive because of the medications he took but he was also dying because of those same drugs.

The “Salsa Doctor,” my psychiatrist, continued to work with me to adjust my medications with others that were less invasive as I learned to control my mental-emotional

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state. I was becoming stronger and I was more effective at using my own emotions to guide my mental activities.

I had been off any medications for about eight months though I still depended on cigarettes to ease my turbulent mind. I was rolling my own...Bugle Boy tobacco. I couldn't afford the commercial variety. I had gone a "little" manic and was spending my nights walking the desert mountains around El Paso. I emptied a 2-gallon coffee maker daily trying to keep up with my mania. Eventually I came down, though with a couple more tattoos, but I was able to stay sane enough to stay out of the hospital. That was my last manic episode. In 1996, I stopped taking my meds permanently. I saw my last doctor.

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

Homeward Bound

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

It took me about eight years (from 1992 to 2000) to “regain” some semblance of mental-emotional health and well-being. It took me several years after that to quit smoking but that was an acceptable transition for me at the time. In 1992, I began attempts to change my biochemical balance by correlating my emotions with my biochemistry. I was on my own. I was exploring unheard of territory, a territory forbidden to me by an industry dependent on medicating mental illness and my well-meaning family who would not listen to my “insanity”.

It is now 2020. I saw my last therapist, psychologist, and psychiatrist in 1996 and I have been medication free and without disassociation, depression, or mania episodes since those days of mental insanity. I am happily remarried, retired from mechanical engineering and living a good life...sailing with friends in the summer, football game parties in the fall, and winter skiing trips with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing flips and ‘helicopters’ off any little mogul) with spring as the time of the earth’s great green revival from a winter of sleep, reminding me of my youth on the farm.

Plato’s Cave

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

For the past fifteen years, I have been working on a paper explaining my return to well-being. I have written and rewritten this paper 100’s of times. These ideas have now evolved into a psychology of their own.... Symbiotic Psychology. The book is “*Symbiotic Psychology: The Synergy Between Mind, Body, Emotions and Consciousness*” and presents a scientific argument and logic identifying where the mental health academia has gone wrong. Yes, there is a correlative relationship between cognition, emotions, and biology; but instead of emotions changing the body’s biology as modern psychological theory professes, emotions are a sensory

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awareness of the biological states/changed precipitated by cognitive activities. The world that erupts with this paradigm change presents an idea of self-empowerment where anyone, with work, can better their lives and some can return to a life of wellness and well-being free from doctors, therapists and medications. The book is laid out as a website for anyone to use on <https://emotional-evolution.com/> where the book can also be downloaded as a PDF.

Over the years, I have sent out over 18,000 emails explaining the flaws and dangers of current psychological emotional theory to university academics around the world. They have yet to understand; one day they will hear.

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 rather lies within another Universe that surrounds us – known only through its quiet revelations.

Andrew Jackson
Rev2020-07-22a



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. An evolved emotional biofeedback system 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.

(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 and physical behaviors instead of emotions being a perceived reflection of destructive and aberrant cognitive behavior precipitating biological changes that drive physical 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

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meditator experiences negative and destructive emotion, are not these emotions indications of ignorance? Emotions used in a manner which provides insights are constructive because emotions are providing valuable information on the effectiveness of the meditation and contemplation practices.

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

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

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

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Therefore, as the mind can have destructive and aberrant cognitive activities, it is the resultant emotions which are giving their creator key knowledge, understandings, and insight into these mental activities. Negative, destructive, and aberrant emotions are precipitated by the cognitive activity of the mind. The illusion of emotions is to believe that destructive and aberrant emotions are driving mental activities instead of emotions being a reflection of destructive and aberrant cognitive behavior which is accessible for consciousness to act upon and modify. The extreme power and value of emotions to the individual is that emotions clearly broadcast to the individual a previously unrecognized aspect of their own cognitive activities.

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

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

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

Andrew Jackson

2018-11-28



(E) Revision Table

- 1: 2014-09-06: 8.0 Conclusion; rewrote last sentence
- 2: 2014-09-09: 8.0 Conclusion; rewrote
- 3: 2014-09-28: 1.0-8.0; major rewrite
- 4: 2014-10-31: 1.0-8.0; finished 1st editing
- 5: 2014-11-21: 5.0; added last paragraph
- 6: 2015-01-29: 7.0; rewrote
- 7: 2015-10-14: 1.0; rewrote introduction; changed email address
- 8: 2015-11-02: 1.0-8.0; major editing (grammar issues, sentence construction)
- 9: 2015-11-08: 1.0-8.0; rewrote section 4.0, 1.0-8.0 editing (grammar issues, sentence construction)
- 10: 2015-11-12: 1.0-8.0; editing (grammar issues, some word structure)
- 11: 2015-12-15: added section 9.0 Mental-Emotional Therapy
- 12: 2015-12-21: rewrote section 9.0 Mental-Emotional Therapy
- 13: 2015-12-25: 9.0; editing (grammar issues, sentence construction)
- 14: 2017-01-28: completely rewrote paper to Cognitive-Emotional Therapy; A Personnel Experience
- 15: 2017-02-21: editing of some sentence structure; name change to: Cognitive-Emotional Therapy; Emotions Regulating Cognition
- 16: 2017-03-03: general editing, added to 1.0 Abstract
- 17: 2017-03-04: general editing sections 1-6
- 18: 2017-03-08: general editing sections 1&3
- 19: 2017-03-13: rewrote/Section 7/ The Wisdom of Champions; Let Joy Reign

(E) Revision Table

- 20: 2017-03-17: general overall editing
- 20: 2017-03-21: general overall editing/sentence structure, word usage/added word doc download
- 21: 2017-03-26: Section 01-para 03; reworded with "healthy and successful"
- 22: 2017-03-26: Section 01-para 03; reworded with "healthy, successful and environmentally adaptive"
- 23: 2017-03-28: Section 01-para 07; reworded with "a third that inhibits or stops and freezes action."
- 24: 2017-04-16: Section 09-para 03; rewrote last paragraph
- 25: 2017-05-02: added preface letter
- 26: 2017-09-14: changed "emotions regulating cognition" to "emotions guiding cognition"
- 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

(E) Revision Table

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- 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*
- 44: 2019-03-18: added " or ignored" to phrase in Section6.2 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"
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(E) Revision Table

- 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
- 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

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- 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"
- 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"

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- 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.
- 97: 2020-05-20b: simple word edits 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
- 100: 2020-07-09a: replaced some “emotional guidance” with “emotions-as-effect” system, updated Table of Context page numbers
- 101: 2020-07-10a: added letters: “Dear Professor” and “Dear Dept. of Psychology”; added AJE editing of “Emotions-as-Effect” and “Memoir: My Story”; replaced “emotional guidance” with “emotional biofeedback” where appropriate.
- 102:2020-07-16a: added letter: “Dear Dept. of Psychiatry”
- 103: 2020-07-18s: reformatted book
- 104: 2020-07-22a: added “Dear Dept. of English Letter”
- 105: 2020-07-23a: added “All Content © Andrew O. Jackson. All Rights Reserved” to copyright page
- 106: 2020-07-27a: added letters “Dear Reader” and “Dear Ctr. for E. I.”
- 107: 2020-07-28a: published by Symbiotic Psychology · P.O. Box 930153 · Verona, WI 53593 USA
- 108: 2020-07-30a: added context to Section 5: Psychological Therapy
- 109: 2020-08-02a: added letter “Dear Academic;” in Dedications and Acknowledgements “Jen and their “memoir therapy” class”

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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. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a while longer. He replied, “Yes” and got himself to a hospital.

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 for his biochemical, neurological, and physiological state of being. After a couple more psychotic episodes – one that landed him in the El Paso county jail and led to a divorce from his first wife – and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication free and without disassociation, depression, or mania episodes since 1996.

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 as current psychological academia prescribes, have evolved to guide cognitive behavior for the health, well-being, and prosperity of the individual.

He has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher, a college CAD (computer aided design) instructor, a guest instructor in China teaching quality and inventory management, and a quality manager at an OEM (original equipment manufacturer). He is now happily married and retired from mechanical engineering, spending his summers sailing and winters alpine skiing.
