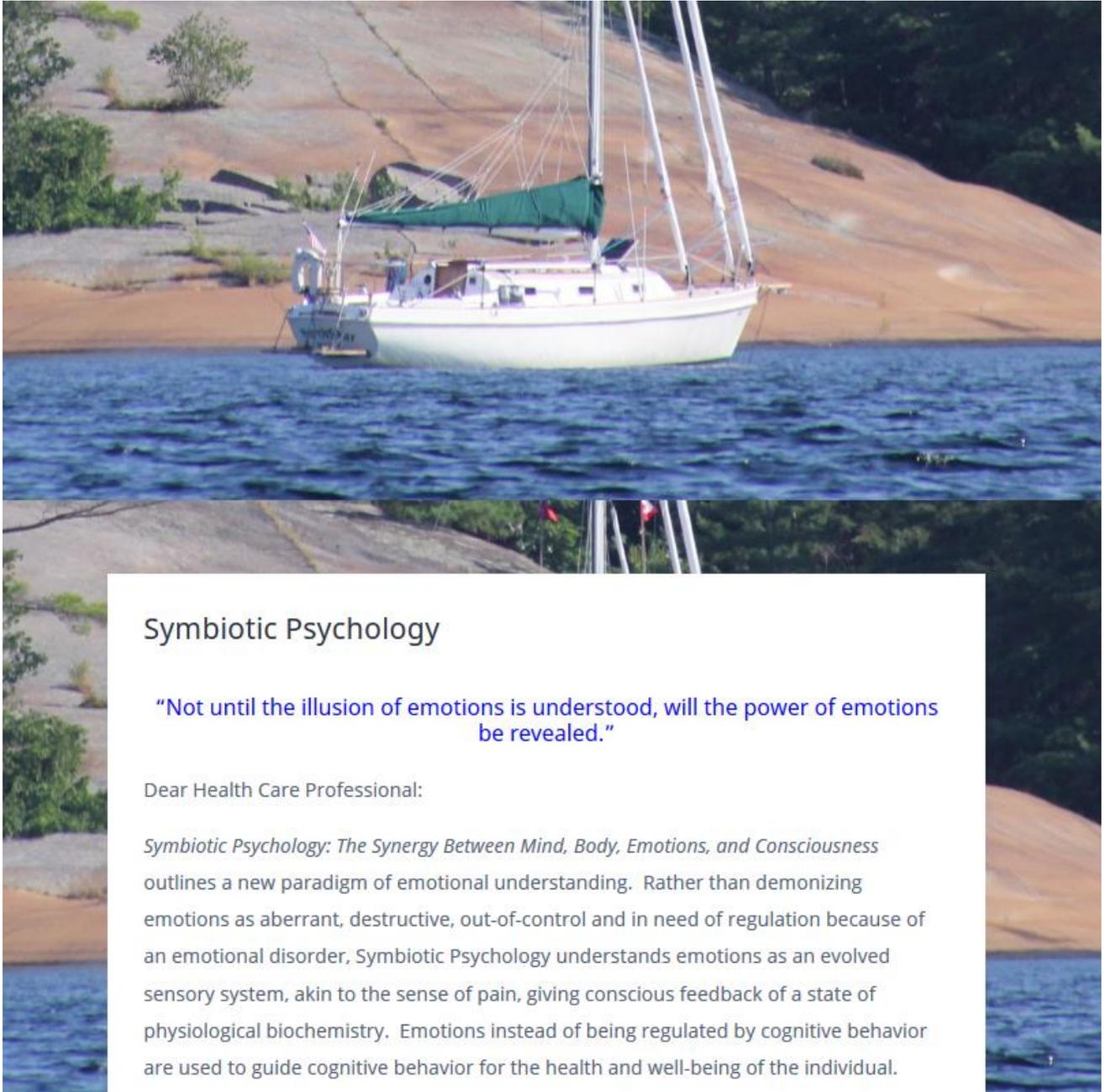


Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness

(rev2019-11-10d)



Symbiotic Psychology

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

Dear Health Care Professional:

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

By: Andrew Jackson

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

<https://symbioticpsychology.com/>

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

The current emotional paradigm – and the words used to discuss emotions (such as emotions, feelings, and more precisely, fear, anger, and joy) – neuro-linguistically combine the cognitive activities that precipitate the biological changes/states and consciousness's awareness of these biological changes/states.

Symbiotic Psychology:

The Synergy Between

Mind,

Body,

Emotions,

and Consciousness

Symbiotic Psychology

Madison, WI U.S.A.

2019-11-10c

Forward

In the 1930's John Fowlkes, Ph.D. and my grandparents, Lora Z. Jackson and 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 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
M.S. Management Technology
2019-10-20

Dedications and Acknowledgements

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

Madeline H.....a teacher of knowledge

Fa. Jerry..... a wise man

Rex J., Dean J., Steve E., Richard H., Bob K., Stefan S..... good times with good friends

Thom Tr.....a friend indeed

Steve S., Jerry S., Tom T., Charlie G..... friends to all sailors

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

Allisanne A., Maltee R., Rebecca R..... always part of my heart

Connie P..... friendship

My Synergy Meditation teacher.... thanks, and apologies

My Hindu family of teachers....Namaste

My Tibetan Buddhist Master of Tai Chi Appreciation

Abraham and Esther Hicksmy inner circle of life and originator of *emotional guidance*

CaLey Wong....my first wife who took the brunt of my illness, I so deeply apologize

Pepper and Kathryn Jackson....my parents who unwittingly gave me my psychotic life, as well as, my character and propensity for scouting out my own path to recovery

Sharron Ferrell, LMFT, Dr. Angel Rodriguez-Chevres, MD.... care givers extraordinaire

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

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

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

The neuro-networks that supported a reality and the cause of violent behavior yesterday, those same neuro-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, 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, well-being, and prosperity of the individual.

Emotions: Nature's Biofeedback Mechanism

Emotions are what you feel. Emotions are the perception, by consciousness, of a physiological biochemistry actuated by cognitive activities of our evolved and nurtured neural circuitry. Because emotions are perceptions of a state of biology being precipitated by cognition, emotions are a reflection of, and give insights into, the nature of cognitive behavior. Emotions are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive cognitive behaviors. Correlations between cognition, healthy physiological biochemistry, and good feeling emotions are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between negative feeling emotions and an unhealthy biology. Now the question is, how are these correlations between cognition, biology, emotions, and consciousness understood, nurtured, and developed within our society for individual health, wealth, and general well-being through their own successful decision-making and creativity?

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Part 1:

Letters of Introduction to Symbiotic Psychology

Dear Scientific Community: A Standard Cause/Effect Definition of Emotions?.....	19
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Subject:

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

To:

This email is going out to over 18,000 world-wide members within the academic communities of psychology, psychiatry and linguistics.

Research Feedback:

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

Unsubscribe:

“UNSUBSCRIBE” is at the bottom of this email.

Date: rev2019-11-09a

Analogy:

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

Abstract:

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

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.

15 But logically, a person cannot have an emotional response to something until he/she
16 is cognitively aware of that something. And emotional feelings of an event entail
17 an awareness of biological conditions of said event which also cannot occur until
18 after there is an actual change in biology. Any biological changes cannot occur
19 until after there has been some change in cognition. Thus logically, the sequential
20 order is (1st) cognitive awareness, (2nd) biological change/state, and (3rd) emotional
21 awareness.

22
23 3) I propose the following definition:

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

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

-
- 1 c. These definitions can be further advanced to include the variety of
2 neurological networks and bio-chemistry involved within the development of
3 an emotional feeling perceived by consciousness.
4
- 5 d. Therefore: since cognition is causal to the effect emotion awareness, it is
6 cognition, not emotions, that can be destructive and aberrant and in need of
7 cognitive control, management, and regulation.
8

9 **Discussion:**

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

16 1st) Cognitive Awareness

- 17 a. Cognition deals with the processes of knowing, namely, perception,
18 recognition, conceiving – which includes imagination and inspiration –
19 and reasoning. (Encyclopedia Britannica, Cognition: thought process)
20 b. A person becomes aware of a snake. A cobra appeared before him out of
21 the brush. He recognizes the snake as a cobra and he understands the
22 danger he is in. (There is another possible reflexive reaction that I won't
23 go into here.)

24 2nd) Biological Changes

- 25 a. This cognitive awareness precipitates a group of bio-chemical and
26 neurological events and changes in the body and brain.
27 b. With our snake, this typically would be the flight-fright-or-freeze
28 response.

29 3rd) Biological Awareness

- 30 a. The person becomes aware of his/her bodily changes and state.

1 b. faster breathing, racing heart, and the adrenalin rush are some examples
2 for the emotion fear.

3 4th) Emotional Awareness/Emotional Event

4 a. From birth we have been linguistically taught the summation of the above
5 one-through-three events or processes is an emotion.

6 b. Consciousness combines the cause (cognitive awarenesses) and effect
7 (body changes) into one neuro-linguistic emotional paradigm of
8 awareness. In this case, fear.

9 c. Different cognitive activities combined with different biological
10 brain/body responses gives us the variety of emotions we perceive.

11 5th) Consequential Physical Behavior

12 a. Because a person’s behavior can be driven by this cognitive/body
13 combination state of being called emotions, such driving emotions as
14 anger, revenge, jealousy, greed, can readily be labeled destructive and
15 aberrant. That is, *emotions* must be controlled and managed because of an
16 *emotional* disorder. A person can be *emotionally* out of control.

17
18 From birth children have been taught that the summation of these events or processes is
19 an emotion. This neuro-linguistic paradigm of emotion is further reinforced as students learn
20 how to read. The more advanced the reading and studying, the more engrained is this
21 concept of emotions, as is the concept of destructive emotions driving behavior. Conscious
22 awareness has been neuro-linguistically programmed to understand these emotional chains of
23 events as a singularity called emotion. By combining causal cognitive thoughts with its
24 biological effect and creating the paradigm emotion, this emotional neuro-linguistic
25 paradigm is both its cause and its effect.

26
27 Emotions as being both cause and effect is problematic in scientific discussion. A
28 distinction must be made; are we discussing emotions as causal or are we discussing
29 emotions as effect?
30

A Standard Cause/Effect Definition of Emotions?

1

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

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

9

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

15

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

19

20 1. Emotions are the perception of biological states/changes precipitated by
 21 cognitive activities.

22

23 2. Cognitive activities precipitate brain/body biological states/changes that
 24 consciousness perceives as emotions.

25

26

27 Emotions, from the neuro-linguistic paradigm as used in literature where emotions can
 28 readily be destructive and aberrant and in need of emotional control and emotional regulation
 29 is a different linguistic paradigm than that which I am using scientifically. Here, cognitive
 30 activities, not emotions, can be destructive and aberrant because they are causal to the

1 biological states/changes perceived by consciousness. Biological states/changes perceived
2 by consciousness can now be linguistically understood as emotion. Here, cognitive activities
3 can be destructive and aberrant and in need of cognitive control and cognitive regulation.
4 Emotions become nature’s biofeedback mechanism adding a new dimension of
5 understanding of an individual’s cognitive activities.

6
7 Emotions in this sense are a reflection of cognitive activities and as such emotional
8 awareness can be used to understand and give greater clarity of the current cognitive
9 activities. And most important, this emotional self-awareness can be used to guide one’s
10 own cognitive change for one’s own betterment.

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

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

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

A Standard Cause/Effect Definition of Emotions?

1 science has grown beyond the need to torture and starve animal subjects in order to obtain
2 imperial evidence of such a hypothesis.)

3
4 From an evolutionary biological perspective, if it feels good, it is good. Therefore,
5 cognitive activity – for societal and cultural ethical advancement – must learn how to reframe
6 emotionally negative cognitive activity into “appropriate” emotional positive cognitive
7 activity. We as individuals in a society must learn how to effectively use emotions to guide
8 cognitive activity and give meaning to the song, “Ac-Cent-Tchu-Ate the Positive”.

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

19
20 **Wrap-Up:**

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

28
29 I truly hope the world scientific community of psychology and linguistics can realize a
30 common definition of emotions for the good of all beings. I can only trust that the

1 appropriate people and organizations will take any necessary action. As I explained in my
2 previous email (2019-10-29: "Cognition creates the biology that stimulates the emotional
3 neurology consciousness then perceives"), current emotional paradigms can be destructive to
4 you, your family, and your society. Let’s all make an effort to rectify this.

5 Passionately,

6

7 Andrew Jackson

8 symbioticpsychology.com

9 emotional-evolution.com



10

11

12

13

Emotions: Nature’s Biofeedback Mechanism

14

Emotions are what you feel. Emotions are the perception, by consciousness, of a physiological biochemistry actuated by cognitive activities of our evolved and nurtured neural circuitry. Because emotions are perceptions of a state of biology being precipitated by cognition, emotions are a reflection of, and give insights into, the nature of cognitive behavior. Emotions are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive cognitive behaviors.

20

Correlations between cognition, healthy physiological biochemistry, and good feeling emotions are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between negative feeling emotions and an unhealthy biology. Now the question is, how are these correlations between cognition, biology, emotions, and consciousness understood, nurtured, and developed within our society for individual health, wealth, and general well-being through their own successful decision-making and creativity?

27

28

29

A Standard Cause/Effect Definition of Emotions?

1 **Background Reading:**

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1 **Subjects: Public Health Awareness Announcement**

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

4 *Cognition creates the biology that stimulates the emotional neurology consciousness
5 then perceives.

6
7 **Date:**

8 2019-10-28

9
10 **Public Health Awareness Announcement:**

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

14
15 **Health Hazards of a 3000-year-old neuro-linguistic paradigm of emotions:**

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

25
26 Emotions are an awareness of biological conditions precipitated by cognitive
27 activities, and therefore emotions cannot be aberrant nor destructive and in need of
28 emotional management, control, nor regulation. That would be like saying that the

1 "check engine light" on the dashboard of a car is in need of management, control, and
2 regulation because the light itself is causal to something amiss inside the engine. It is
3 not.

4
5 **A question for professors, researchers, academics, students in the USA:**

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

14
15 My full argument and basis for my condemnation of current psychological emotional
16 theory can be found on emotional-evolution.com where the text can be freely
17 downloaded as a PDF for your reading and analysis: *Symbiotic Psychology: The*
18 *Synergy Between Mind, Body, Emotions, and Consciousness* (248 pages).

20
21 **Detail Outline: The dangers and hazards of a 3000-year-old neuro-linguistic**
22 **paradigm of emotions used as science.**

23
24 **A.** Although current cognitive behavior therapies have evidence-based success, this
25 success is limited and misunderstood because as cognitive behavior does change:

26 **i.** this cognitive behavior change is an intellectual exercise and analysis of
27 existing cognitive activities.

28 **ii.** this cognitive behavior change is incorrectly assumed to change emotional
29 behavior which then changes biological conditions.

1 **iii.** In actuality, changes in cognitive behavior alter biological conditions that
2 stimulate emotional neurological networks that consciousness then perceives
3 as emotions. (Jackson, 2019)
4

5 **B.** Current therapies are based upon the erroneous premise that emotions change
6 biology and that therefore:

7 **i.** such dangerous emotions as depression that damage biology must be
8 regulated, controlled, and managed – even with the use of pharmaceuticals.
9 (Gross, 2014), (Maletic, Raison, 2017)

10 **ii.** these dangerous emotions drive violent behavior and therefore must be
11 regulated, controlled, and managed.

12 **iii.** But emotional behavior doesn't change biology, cognitive behavior
13 changes the biology that consciousness then perceives as emotions.
14

15 **C.** Emotions are not being utilized to guide cognitive activity as they have evolved to
16 do so.

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

19 **ii.** And, ignorance of emotions as feedback of cognitive activity - either
20 consciously, unconsciously, or pharmaceutically - can and will lead to the
21 biological engine breaking down because negative emotions have an evolved
22 correlation to an unhealthy biology. And, conversely, positive feeling
23 emotions have an evolved correlation to a healthy biology. (Jackson, 2019)
24

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

28 **E.** If irregular cognitive behaviors are left unaddressed without proper psychological
29 counseling and therapy because emotional reflections of aberrant mental and physical

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

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

9 **i.** This neuro-linguistic sleight-of-hand diverts the focus of attention on to the
10 illness rather than on to any possible issues within psychological 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 factors
22 for violence and major problems to address, but they are not the same as a mental
23 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 guidance
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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

24
25 What value are evidence-based practices (EBP) in psychological and pharmaceutical
26 therapies going to be for the 47,000 people who are going to kill themselves in the
27 USA next year? (AFSP, Suicide Statistics). Or for our children who are going to be
28 shot in the next mass shooting? Or for the over two million people locked within our
29 judicial system (Wikipedia, Incarceration Rates) that cares more about the due
30 process of punishment rather than the due process of rehabilitation and cultural

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1 enrichment? Negative feeling emotions are the perception of unhealthy and disease
2 susceptible biological conditions within the body/brain precipitated by cognitive
3 activity. (Jackson, 2019) Where is the research to understand cognition's effect on
4 human biology – and consciousness's correlative emotional awareness– within the
5 over 9,000,000 people globally who are going to die of cancer next year. (WHO,
6 Cancer, Key Facts)

7
8 Because mental sciences' definition and use of emotions is an extension of a 3000-
9 year-old linguistic paradigm as defined in Homer's Iliad, is it now possible to
10 comprehend that emotions are but one part of a mind, body, emotion, consciousness
11 symbiotic relationship, all working together for the promotion of physical and mental
12 well-being? This realization is already innately understood by the healthy, wealthy,
13 and wise. Can it be taught to the sick, impoverished, and ignorant?

14 **"Find a Better Feeling Thought"***

15 Rather than demonizing emotions as aberrant, destructive, out-of-control and in need
16 of regulation because of an emotional disorder, Symbiotic Psychology understands
17 emotions as an evolved sensory system, akin to the sense of pain, giving conscious
18 feedback of a state of physiological biochemistry. Emotions, instead of being
19 regulated by cognitive behavior, are used to guide cognitive behavior for the health,
20 well-being, and prosperity of the individual.

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

22
23 *The role of the healthy, wealthy, and wise is not to support the less advantaged but to*
24 *empower the less advantaged with the necessary cognitive-emotional skills, abilities, and*
25 *motivation to manifest their own destiny through their own powers of creation.*
26

27
28 **Current Erroneous Emotional Paradigm:**

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness
(rev2019-11-10d)

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

8
9 But these practices and therapies are limited because they fail to comprehend
10 emotions’ evolutionary role of guiding cognitive behavior and that emotions are the
11 perception of biological states/changes precipitated by cognitive activities.

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

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

25
26 *Only when the illusion of emotions is understood, will the power of emotions be*
27 *revealed.*

28
29 **Simile:**

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness
(rev2019-11-10d)

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

9 **Current literary education:**

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

15 A shared cultural and linguistic development of core beliefs and conceptual
16 understandings about emotions is required for young students to comprehend and
17 follow the emotional twists and turns within these popular English literary works. As
18 students mature and are introduced to the more advanced works of William
19 Shakespeare and others, comprehension is even more dependent upon prior
20 assimilation of cultural and linguistic paradigms. Conceptions of emotions are
21 further reinforced by the logic and reason applied in today’s scientific literature,
22 research, and discussions about emotions.

23

24 Is it now possible to introduce a different linguistic paradigm of emotions without it
25 immediately being rejected because conceptually it runs counter to our neuro-
26 linguistic paradigms that have shaped our core beliefs and understandings of
27 emotions since birth?

1
2 *Any attempt to understand and affect the internal human environment must be taken*
3 *with an understanding of the changing biochemical conditions of that environment.*

4 *Emotions, within a different paradigm, may just be the indicator needed by the*
5 *general public to (1) interpret this vast and complex internal environment of*
6 *changing biochemical conditions and for (2) understanding and guiding their own*
7 *cognitive and physical behavior towards their own health, well-being, and prosperity.*
8

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

- 10 1) Emotions cannot be destructive, nor constructive, in themselves because
11 emotions are consciousness's awareness of a biochemical physiology
12 precipitated by destructive, or constructive, *cognitive* activities.
- 13 2) Negative feeling emotions are indications that abusive and damaging
14 *cognitive behavior* is creating unhealthy and destructive biochemical
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
18 precipitated by cognitive activities, instead of a person being
19 emotionally out of control, they 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, namely, perception,
24 recognition, conceiving – which includes imagination and inspiration – and
25 reasoning (Encyclopedia Britannica, *Cognition: thought process*).
- 26 8) Emotions are the perception of biological states/changes precipitated by
27 cognitive activities.
- 28 9) Emotions can change biology through cognitive awareness of said same
29 emotional feelings, much like a microphone/speaker reverb feedback loop.

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- 1 10) Words that describe emotions such as love, joy, excitement, hate, and anger
2 are neuro-linguistically an association between the awareness of emotional
3 perceptions and an awareness of cognitive activities.
- 4 11) Self-indulgence in continual fear *IS* a mental illness.
- 5 12) 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
7 been linguistically programed from birth but responding as emotions have
8 evolved through the ages – to guide one’s own cognitive activities towards
9 physical and mental health, wealth, and well-being.
- 10 13) Mental illness is defined as the inability of an individual to constructively
11 respond to their own evolved emotional biological neurology of awareness
12 with the understanding that “constructively” is very subjective.
- 13 14) Neuro-plasticity is the fact that the brain can rewire itself. (Begley, 2013),
14 (Doidge, 2015)
- 15 15) The neuro-networks that supported a reality and the cause of violent
16 behavior yesterday, those same neuro-networks have the physical capacity
17 to change today and to no longer have the capacity to support that violent
18 reality and behavior tomorrow.
- 19 16) The neuro-networks that supported a reality and the cause of nonviolent
20 behavior yesterday, those same neuro-networks have the physical capacity
21 to change today and to no longer have the capacity to support that non-
22 violent behavior tomorrow.
- 23 17) What is criminal justice without positive neuro-plastic growth and change?
- 24 18) Neuro-plastic capacity of learning is accentuated with positive emotional
25 feelings which signify a healthy biology, and suppressed with negative
26 emotional feelings which signify an un-healthy biology. (Katz, Sprang
27 Cooke, 2012, Sept).
- 28 19) Negative emotions are negative because of what negative emotions are. By
29 the necessity of surviving the evolutionary process, emotionally negative
30 feelings have an evolved correlative relationship with (1) a dis-harmonious

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

1 skills, abilities, and motivation to nurture these conditions by employing
2 one's own emotional guidance.

3 29) The ability to reconstruct emotionally negative cognitive activities and
4 awareness to emotionally positive cognitive activities and awareness can be
5 nurtured, learned, and developed.

6 30) Section 8.2: "Cognitive-Emotional Rehabilitation and Strengthening
7 Exercises, aka, Wellness Training (Your Superhero Toolkit)" of the
8 *Symbiotic Psychology* text outlines a multiple number of disciplines each
9 containing any of a number of techniques that are currently available to
10 reconstruct emotional negative cognitive activities.

11 31) The best "cure for cancer" may just be a cognitive awareness and response
12 to one's own constructive emotional guidance, i.e., "the best defense is a
13 good offence".

14 32) "Happy" people – those without the continuous burden of emotionally
15 negative cognitive activities – are healthier, more prosperous, and more
16 successful in life. (Lyubomirsky, King, Diener, 2005)

17 33) Emotions have evolved to guide cognitive behavior but, beware of the
18 "Dark Side" of emotional guidance (*Symbiotic Psychology: The Synergy
19 Between Mind, Body, Emotions, and Consciousness*, Section 9).

20 34) Cognitive activities can change.

21
22 **Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness**
23 **Training:**

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

28
29 We must become a nation of self-empowered citizens. Self-empowerment should not
30 be a matter of birth nor luck but a matter of intent and design. Everyone has the

1 power of emotional guidance, but only a few have become fortunate to realize that
2 power. The strong and powerful should not support the less fortunate, but teach the
3 less fortunate the power, strength, and wisdom that lies hidden within their biological
4 neuro-networks of emotions. Humanity’s emotional guidance system is the pinnacle,
5 and has the power, of hundreds of millions of years of successful evolutionary
6 conflict and survival. Let those that have realized that power, teach that power.

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

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

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

1 Summary:

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

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

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

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

1 because of the proven success of evidenced-based practices of modern psychology
2 and psychiatry?

3
4 There is a solution that only mildly disrupts the apple cart and that will maintain the
5 validity of thousands of research papers and advance the future of psychological
6 research and practice into completely new and beneficial paradigms. Instead of
7 emotions changing biology, cognition changes the biology that consciousness then
8 perceives as emotions. An awareness of the cognitive activity that precipitated any
9 biological changes/states plus an awareness of said biological changes/states gives
10 rise to emotional intelligence. But it is precisely the management of emotions rather
11 than the management of the cognitive activities from which the biological
12 states/change arose that presents a danger and the manifestation of destructive
13 behavior.

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

25
26 Emotions provide meaningful and necessary insight into a person’s cognitive
27 activities and their resulting constructive or destructive biological and physical
28 activities. Both the therapist and the patient can use emotions to guide personal,
29 psychological, and psychiatric activities. That which feels good is good
30 (biologically), that which feels bad is bad (biologically). Intellect’s role, rather than

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1 to define and regulate aberrant and destructive emotions, should be found in its
2 creative capacity to define *cognitively* that which is wanted and desired and which
3 feels good, while in keeping with personal and, to some extent, parental, societal and
4 religious ethical codes of behavior.

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

12
13 Emotions have evolved to be part of a synergistic whole where cognition,
14 physiological biochemistry, emotions, and consciousness work cooperatively in a
15 symbiotic nature for the health and well-being of the individual.

16
17 A more complete discussion can be found in my book, *Symbiotic Psychology: The*
18 *Synergy Between Mind, Body, Emotions, and Consciousness*. This text can be
19 downloaded as a PDF from: <https://symbioticpsychology.com/>.

20
21 Passionately,



22
23
24 Andrew Jackson
25 Symbiotic Psychology

26
27 *The greatness of the human life experience emerges from the flames of individual*
28 *desire arising out of hell's fiery conflicts on earth. Intention is forged in these*
29 *fires. Emotional guidance aligns our journey with these new intentions. Each*

1 *succeeding generation will have its own mountains to climb and waters to cross*
 2 *with their own stars to navigate towards. Intent is that guiding star; and it is our*
 3 *emotions that perceive its light. The more joyous the feeling, the more harmonious*
 4 *and powerful the wonders revealed through life's journey.*

5
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1 **Subject: *Emotions: The Linguistics of Science and Shakespeare***

2 Date: rev2019-07-24a

3

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

10

11 Dear Researcher,

12

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

18

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

23

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

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

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

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

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

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

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

28 I am proposing a different emotional paradigm from that which I have just described above.
 29 My question to you is: "how does existing emotional ideology as described above, and the

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness
 (rev2019-11-10d)

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

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

16
17 Within both paradigms, emotions are perceived – they are a perception of biological
18 conditions – but within this alternative paradigm, emotions are not causing the biological
19 condition. A person cannot have an emotional reaction to an event without first having
20 cognitive awareness and recognition of the event. Cognition deals with the processes of
21 knowing, namely, perceiving, recognizing, conceiving – which includes imagination and
22 inspiration – and reasoning. It is these cognitive activities which change physiological
23 biochemistry and which consciousness subsequently becomes aware of through emotional
24 perception. Awareness of emotions is in itself a cognitive activity, which can further drive
25 neurological activity, thus causing a feedback loop similar to the reverberation effects of a
26 microphone too close to a
27 speaker. But it is still cognition which drives biology, not emotions, and therefore it is these
28 cognitive activities that must be managed, not emotions. Emotions have evolved as a

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

1 feedback mechanism to guide cognition for the biological health and well-being of the
2 individual.

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

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

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

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

1 regulation demonstrates a lack of understanding of how emotions have necessarily evolved
2 for the survival and thriving of our species.

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

11
12 I am interested in how the researchers within your department might resolve emotions'
13 reconstruction away from an aberrant and destructive linguistic paradigm – and into a
14 paradigm of personal cognitive and behavior guidance for the ***mental and physical health***
15 ***and well-being of an individual*** – within their research, discussions, literary publications and
16 within any Evidence Based Interventions (EBI) based on a cognitive-emotional correlation.
17 Since I began voicing my concerns over erroneous psychological and pharmaceutical
18 therapeutic methodologies, over a million (*MILLION*) Americans have committed suicide,
19 millions of other people have been put in incarcerating conditions that only amplify their
20 psychological injuries, and mass shootings continue with no review of the psychological
21 environments that are oblivious to emotions' evolutionary design and that are fostering all of
22 these atrocities . Lack of true academic questioning and review of psychological and
23 pharmaceutical emotional theory is a true crime against humanity.

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

28
29 Sincerely,

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness
(rev2019-11-10d)

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

1

2 Andrew Jackson

3 andrewjackson1903@gmail.com4 <http://emotional-evolution.com/>

5

6

7



8 Postscript:

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

1 Subject: ***Redefining Therapeutic Success***

2 Date: rev2019-07-16a

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

13
14 Dear Health Care Professional:

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

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

1 book I carefully define terminology and give an order and structure to cognition,
2 physiological biochemistry, emotions, and consciousness.

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

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

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

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

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

24
25 Within the *Handbook of Emotion Regulation* (Gross J., 2014), discussion of the
26 sequence of “situation – attention – appraisal – response,” suggests that *situation*,
27 *attention*, and *appraisal* are causal to the effect *response*. But what are the
28 cause/effect relationships within this emotional *response*, that is, between the
29 “experiential, behavioral, and neurobiological response systems?” (Gross J., 2014)
30 Gross’ views about cause and effect are unclear. The same lack of clarity arises

Dear Health Care Professional: *Redefining Therapeutic Success*

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

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

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

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

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

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

Dear Health Care Professional: *Redefining Therapeutic Success*

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

10
11 The great advantage of this adjustment of a paradigm is that now cognitive behavior
12 therapies may very well prove to be a more effective and robust tool in the treatment
13 of severe bipolar and psychotic disorders, suicidal depression, and other very
14 demanding illnesses. With emotional guidance training and with a new battery of
15 pharmaceutical medications emphasizing cognitive self-management, true healing
16 may become the new norm. These new pharmaceuticals should only be used as a
17 temporary crutch to aid the patient's conscious control of cognitive behavior as
18 guided by their own emotional guidance.

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

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

26
27 Sincerely,
28

1 Andrew Jackson
2 <https://emotional-evolution.com/>
3 <https://symbioticpsychology.com/>



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5
6
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11 Press
12 Gross, J. (1998). *Antecedent- and response-focused emotion regulation: Divergent*
13 *consequences for experience, expression, and physiology*. *Journal of Personality and*
14 *Psychology*, 74(1), 224-237.
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16 Press

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

1

1 Subject: *Become Your Own Superhero*

2 Date: rev2019-01-10a

3

4 Dear Patient,

5

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

14

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

23

24 Sharon, my new therapist, when I described my psychotic episodes found them hilariously
25 funny and she created a path for me to join her in her laughter. We both had a good laugh
26 when I described the time I brought the police over to my friend who was in trouble. My
27 *friend* was a garbage can!? She gave me a task, "Can you find something for yourself, today,

Dear Patient: *Become Your Own Superhero*

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

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

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

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

Dear Patient: *Become Your Own Superhero*

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

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

10

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

19

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

26

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

Dear Patient: *Become Your Own Superhero*

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

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

15
16
17 Sincerely,

18
19 Andrew Jackson

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

21 <https://symbioticpsychology.com/>



Dear Patient: *Become Your Own Superhero*

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

2 Date: 2019-08-17b

3

4 Dear Board of Education,

5

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

18

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

22

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

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

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

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

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

1

2 Since I began voicing my concerns over erroneous psychological and pharmaceutical
3 therapeutic methodologies, over a million (*MILLION*) Americans have committed suicide,
4 millions of other people have been put in incarcerating conditions that only amplify their
5 psychological injuries, and mass shootings continue with no review of the psychological
6 environments that are oblivious to emotions' evolutionary design and that are fostering all
7 of these atrocities . Lack of true academic questioning and review of psychological and
8 pharmaceutical emotional theory is a true crime against humanity.

9

10 *Continual education of the linguistics of emotions found in Shakespeare without teaching*
11 *the linguistics of emotions found within the science of evolution is a true crime against*
12 *humanity.*

13

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

20

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

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

1 Imagine what would happen to a person who is drunk and (1) thinks of themselves as
 2 strong and capable, but (2) in actuality they are quite confused and clumsy and (3) they feel
 3 great and very confident! They perceive themselves as quite capable of driving across
 4 town in rush hour traffic. What is their probability survival? (These arguments are
 5 developed further in Section 2: “Emotions as an Evolved Biological System” in the
 6 attached Symbiotic Psychology book.) We have evolved to be joyous beings. An
 7 individual’s mental and physical health depends on their seeking and finding cognitive
 8 activities of knowing, namely, perceiving, recognizing, conceiving – which includes
 9 imagination and inspiration – and reasoning that feel good. From a biological perspective
 10 if it emotionally feels good, it is good

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

22
 23 The distinction between emotional regulation and cognitive regulation is critical. Within
 24 severe mental illnesses such as psychotic mania or suicidal depression, whether emotions
 25 are being regulated or cognition is being regulated can be very consequential, especially
 26 with the use of pharmaceuticals. Both the patient and the therapist use emotional feedback
 27 as a meaningful measurement and understanding of the cognitive processes being utilized
 28 by consciousness. But emotions that are demonized as aberrant, destructive, and so out-of-
 29 control that they must be regulated and brought under control, cannot also be used as a
 30 trusted feedback mechanism. This mechanism evolved over millions of years for the

1 individual’s health, well-being, and survival. Medications and practices that aim to
2 regulate and control emotions invalidate the very therapeutic process that aims to rely on
3 this mechanism for healing.

4
5 To have cognitive-emotional wisdom is to have the cognitive and emotional understandings
6 and abilities to avoid acting from the lower platforms of despair, depression, and anger.
7 Cognitive-emotional wisdom means to have the cognitive tools and agility to move up the
8 emotional staircase and to act from the higher platforms where good feelings of clarity,
9 health and vigor reside. Section 7.0: “Cognitive-Emotional Wisdom” of this book
10 discusses a variety of cognitive-emotional wisdom themes relevant to today’s culture and
11 society. But it is Section 8.2: Cognitive-Emotional Rehabilitation and Strengthening
12 Exercises – a student’s “Superhero Toolkit” – that contains the heart of developing a K-12
13 curriculum with activities that reinforce the synergies between mind, body, emotions, and
14 consciousness.

15
16 I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
17 *Consciousness* so people would understand that there are other answers to their emotional
18 turmoil that modern psychology has failed to understand. My hope is that as you
19 comprehend my words, current illusions about emotions will be lifted and you will
20 understand emotions’ scientific significance through your own personal reflection and
21 thereby understand the linguistic differences between the emotions of Shakespeare and the
22 emotions of science and why these differences must be developed within a school district’s
23 curriculum.

24
25 Some of the key word/phrase indicators demonstrating a lack of comprehension that
26 emotions are the perception of biological conditions caused by cognition are: aberrant and
27 destructive emotions, emotional disorder, emotional regulation, emotional addiction, anger
28 management, “control your emotions” and “you are emotionally out of control.” These, as
29 well as depression, emotional trauma, and posttraumatic stress disorder (PTSD) need to be
30 used with the understanding that emotions are a perception biological conditions caused by

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

1 cognitive activities. This construct is further developed in Section 3.0: “Depression: Mental
2 Illness of Mental Injury” of Symbiotic Psychology, the book

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

13
14 Enclosed is the current revision of Symbiotic Psychology: The Synergy Between Mind,
15 Body, Emotions, and Consciousness. And for an easy assessment by anyone, the book can
16 be downloaded at <http://emotional-evolution.com/>. Please feel free to contact me with any
17 questions or concerns you may have. This book was written to offer a basic understanding
18 of what is necessary within a K-12 curriculum that empowers ALL people – especially
19 those who are socio-economically disadvantaged – with the tools needed to, not only
20 survive, but thrive in today’s chaotic world of uncertainty, mis-information, and cultural
21 division.

22
23 Sincerely,

24
25 Andrew Jackson

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

27 <https://symbioticpsychology.com/>



1 Postscript:
2 There is a danger of medications masking destructive cognitive behaviors that normally are
3 exposed through erratic, abnormal, and convoluted *emotional feedback*. If these emotional
4 reflections of aberrant mental and physical behaviors are ignored or camouflaged with
5 pharmaceuticals and if irregular *cognitive behavior* is left unaddressed without proper
6 psychological counseling and therapy, cognition may fester unabated and create a myopic
7 vortex of circular mental and physical behaviors. This psychosis can break out with
8 disastrous consequences to the patient and to others, who may become characters in a
9 manically-conceived tragedy played out in real life. (ref: Jackson, A., 2019. *Symbiotic*
10 *Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*. Section 6.2
11 Masking Neurological Processes)
12
13

14 *Emotions: Nature's Biofeedback Mechanism*

15 *Emotions are what you feel. Emotions are the perception, by consciousness, of a*
16 *physiological biochemistry actuated by cognitive activities of our evolved and nurtured*
17 *neural circuitry. Because emotions are perceptions of a state of biology being precipitated*
18 *by cognition, emotions are a reflection of, and give insights into, the nature of cognitive*
19 *behavior. Emotions are neither destructive nor constructive but rather they are indicators*
20 *towards the presence of very real destructive and constructive cognitive behaviors.*

21 *Correlations between cognition, healthy physiological biochemistry, and good feeling*
22 *emotions are a result of millions of years of evolutionary survival for the health and well-*
23 *being of the individual – as are the correlations between negative feeling emotions and an*
24 *unhealthy biology. Now the question is, how are these correlations between cognition,*
25 *biology, emotions, and consciousness understood, nurtured, and developed within our*
26 *society for individual health, wealth, and general well-being through their own successful*
27 *decision-making and creativity?*

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Subject: **For Entertainment Purposes Only**

Date: rev2019-07-19a

Am I Me?

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

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

Am I me or am I them?

Dear Student,

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

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

Dear Student: *For Entertainment Purposes Only*

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

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

7

8 **What is the Cognitive Mind?**

9 The cognitive mind deals with thinking – with thoughts of awareness and knowing. Cognition
10 also deals with the processes of knowing, namely, perception, recognition, conceiving – which
11 includes imagination and inspiration – and reasoning (Encyclopedia Britannica. *Cognition:*
12 *thought process*).

13

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

18

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

Dear Student: *For Entertainment Purposes Only*

What are Emotions?

1

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

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

4 Emotions are a perception of the biochemical and physiological states of the body. And

5 contrary to popular folklore and their characterization in a movie or novel, a person is not

6 driven by their emotions.

7 A person may be driven, and they are driven, by their changing biochemistry. But these

8 biological states are precipitated by cognitive activities, not by an emotional awareness.

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

10 And as a reminder, cognitive activities of the mind are awarenesses of knowing such as

11 thoughts, perceptions, reasoning and imagination.

12

13 (Author's Note: When a person perceives their own emotion, this perception is a cognitive

14 activity which can lead to biological changes. But still, it is an awareness of emotions, a

15 cognitive activity, that changes the biology, not emotions).

16

17 A script may have a character who is "emotionally out of control." Technically that person is

18 not "emotionally" out of control but "cognitively" out of control. They have lost control over

19 their cognitive activities of thought, of imagination, of conceptualization. Their mind is

20 running rampant. It is their thoughts and imaginations that are wildly changing the body's

21 biochemistry. It is these changes in biochemistry that makes the heart beat faster, the breath to

22 quicken, the sweat to bead up and run down the cheek and the stomach to knot. These changes

23 in bio-chemical physiology are what the character perceives as emotions.

24

Emotions as an Evolved Sensory Perception of Bio-chemical States

26 An observer has a perception of, and an understanding of, what it means to come across a

27 hungry bear in the woods. To say the observer has an emotional reaction – or an emotional

28 event – to the bear is true but it is also inaccurate. The observer had a series of cognitive

Dear Student: *For Entertainment Purposes Only*

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

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

8

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

13

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

18

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

24

A Feels Good Is Good Attitude

25 A person's emotions are indicators of their health and well-being. Emotions are telling them
26 the harmony of their body's biology – are they being strong or weak. Negative feeling

Dear Student: *For Entertainment Purposes Only*

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

7
 8 This “bears” repeating.

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

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

24 **Cognitive-Emotional Wisdom**

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

Dear Student: *For Entertainment Purposes Only*

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

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

10

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

15

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

23 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.

Dear Student: *For Entertainment Purposes Only*

Emotional Entertainment vs Emotional Wisdom

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

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

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

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

Dear Student: *For Entertainment Purposes Only*

1

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

7

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

14

15 **Quick Review**

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

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

24

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

Dear Student: *For Entertainment Purposes Only*

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

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

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

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

12 Emotional wisdom implies the use of emotional guidance plus a growth and awareness of
13 various complexities of social order and disorder. This implies the importance and need for
14 moral awareness, development and education. The importance of moving this internal
15 discussion and debate up from the reptilian brain and into the mammalian brain cannot be over

16 emphasized. See Section 7.0: "Cognitive-Emotional Wisdom" and Section 9.0: "Emotional
17 Guidance – The Dark Side" in the attached *Symbiotic Psychology* book.

18 19 **Tyrannosaurs, the "Tyrant Lizards"**

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

26
27 Instead of the relative ease of guiding one's own mind to find emotional stability, it becomes
28 necessary to manipulate "the play" and all those who make their entrances and exits. Life
29 becomes a task of gigantic proportions that demands power and tyranny to control and direct

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1 others. Life has now receded back to the land of the dinosaurs where a feels-good-is-good
2 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 most
4 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 playgrounds.
11 These tyrannosaurs or ‘tyrant lizards’ of the school dominate their environment because their
12 reptilian mentality has taken over their higher functioning mammalian brains. They *react to*
13 the environment in a constant “emotional entertainment” mode rather than *act upon* the
14 environment with “emotional wisdom.”

15

16 The world makes them rather than they make the world. What is seen makes them angry,
17 happy, sad, or whatever. What is heard makes them angry, happy, sad, or whatever. What
18 somebody else did makes them.... There is no engagement of “emotional wisdom”. They have
19 fallen into a trap where all the world has become emotional entertainment. They have become
20 victims of their lower order functions which now needs to control its environment. They need
21 to direct their play. They need power to direct and to manage each scene in their play because
22 all the world has become the cognitive construct of “emotional entertainment.” If I feel good,
23 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 to seek
26 and choose good feeling thoughts and then to act from this good feeling awareness. To the
27 tyrannosaurs, feeling good only comes from being “emotionally entertained.” This means they
28 need to control their environment so where any observation of their “playground” feels good.
29 And if it feels good, it is good. Might is right because might is needed to make their

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1 playground right. There is no longer a higher order of thought where any complex discussions
2 and understandings may pave the way for a “might for right” code of justice.

3
4 These “tyrants of the playground” may yet serve a purpose for those educated to understand.
5 These tyrants of brutality and violence as well as those who create anxiety, worry and
6 trepidation can be useful. ***They provide a cerebral challenge and field experience in finding***
7 ***one’s own internal values, beliefs, and detachment that disempowers the tyrannosaurs’***
8 ***aggression.*** Success comes from detaching from the tyrant’s reality and the tyrant’s belief of
9 their dominance and control. Success comes from detaching from their “Jurassic” world by
10 creating and acting within one’s own world with one’s own thoughts, beliefs and rules of
11 engagement. (Actually, the age of dinosaurs is the Mesozoic Era.)

12
13 There are other tyrannosaurs whose realities may oppress with sadness by drawing a person
14 into their vortex of sorrow and unhappiness. Like an undertow from waves breaking on the
15 shore, their reality of oppressive thoughts and beliefs can suck a person down to their demise.
16 Or, there are those tyrannosaurs who are “impossible people in positions of power” (Castaneda,
17 1984) who make a person rage with anger and violence. All of these “tyrant lizards” provide
18 an opportunity to practice detachment.

19
20 The concept of detachment means to detach from the realities of *their* world and to create the
21 realities of *one’s own* world. Detachment demands that a person finds, create, and focus on
22 their thoughts, beliefs, and attitudes that empower their freedoms, understandings, and values
23 of their own new world reality they wish to inhabit.

24 25 **Evolving Out of the Age of the Tyrannosaurs**

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
29 neurological networks that are needed to support the reality of the tyrannosaurs can change so
30 that their world need no longer exist in your world. This is detachment.

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1

2 When the neurology changes that supported the age of the tyrannosaurus cease to exist, all
3 their truths about “what is real” and “that is the way it is” cease to exist. The reality of
4 yesterday is no longer real today. Through effort, understanding, and use of an evolved
5 biological emotional system these old “truths” of what is “real” and the “way it is” that
6 demanded a specific behavior of survival in a “Jurassic” existence, no longer exists. This is
7 detachment.

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

13

14

Get Off the Ride, The Show is Over

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

20

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

25

The Tyrannosaurs Rex

27 Superhero characters in movies, comics, and books save the world, but are they disempowering
28 their audience? The superhero ride, if it stimulates within a feeling of strength and power then
29 the ride does serve their audience and provides for a touchstone emotion to strive for as an
30 individual. But, if the superhero ride accentuates the need for somebody outside of one’s self

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1 to 'save the day', then a person – as a power and force to create their own destiny – is being
2 ruined.

3
4 Be wary of those who proclaim others as the reason for your hardship. Be wary of those who
5 proclaim that something outside of your control is the reason for your adversity. Be wary of
6 those who have a magic pill to relieve your sorrow or pain. Be wary of the tyrannosaurs rex
7 who proclaims themselves as one who will make the world right for you. The only person who
8 can alleviate your hardship, your adversity, your sorrow, who can make the world right for
9 you, is you. And it is not that you are making the world right but creating a new time/space to
10 occupy while leaving the old world behind.

11
12 **A Student's "I" Team of Superheroes: Mind, Body, Emotions, and Consciousness**

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

18
19 Today's humanity is the product of millions of years of successful evolution. Billions upon
20 billions of beings have succumbed to a stronger foe, leaving only the strongest. Yet now
21 standing on that mountain top, will they falter? Humanity's heritage is one of strength,
22 power, stamina, reflex, cunning, and wisdom. This is their nature. The professional, the
23 victorious, the successful, the prosperous have all tapped into this reservoir. How about the
24 multitude? Is education providing the knowledge, skills and abilities to unleash a person's
25 *evolutionary-self* that holds their strength, power and success?

26
27 ***Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness***

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

Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness
(rev2019-11-10d)

Dear Student: *For Entertainment Purposes Only*

1

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

8

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

18

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

25

26 The *Symbiotic Psychology* book is divided into four parts. **Part 1: Letters** is composed of
27 letters, like this one, to introduce and promote *Symbiotic Psychology* to a variety of socio-
28 economic groups. **Part 2: Theory** is just that, the theory of how and why *Symbiotic*
29 *Psychology* works. **Part 3: Practice** provides for opportunities on how to apply *Symbiotic*

Dear Student: *For Entertainment Purposes Only*

1 Psychology. **Part 4: Essays** are some of my writings to promote how Symbiotic Psychology
2 creates a different perspective of the world.

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

7
8 Sincerely,

9
10 Andrew Jackson

11 andrewjackson1903@gmail.com

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



13
14
15
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1 Subject: ***Unleash Your Evolutionary-Self of Strength, Power, Cunning, and***
2 ***Success***

3 Date: 2019-07-16a

4

5 Dear Athlete,

6

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

14

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

19

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

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

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

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

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

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

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

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

14

15 **Don't Confuse Physical Pain with Emotional Pain.**

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

22

23 It is far better to be emotionally aware and to consciously take steps to maintain an
24 emotional sense of well-being. One may just have an "emotional bruise" that will heal
25 easily. But just as physical trauma is serious business, emotional trauma must be
26 understood and be carefully nurtured. (ref. Section 7.2: "Trauma and Addiction
27 Corrupting the Cognitive-Emotional Relationship" of the *Symbiotic Psychology*
28 *Book*.)

29

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

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

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

11
 12 *What you saw was mis-perceived.*

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

14 *Your muscles were deceived,*

15 *because your emotions were not believed.*

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

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

1 Will you listen to your “emotional speak” now?

2
3 *Make right your emotional might;*
4 *without that light there ain't no sight.*

5 *Tonight... fight smoke tonight*
6 *OR Tonight.... Be Smoke tonight!*

7 *Emotional pain – ain't no gain!*
8 *Ain't no gain with emotional pain.*

9
10 **Being Emotionally Strong Means Being Emotionally Aware and Wise**

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

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

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
24 a person exactly what they *do not want*. But don’t stay there dwelling on what is not
25 wanted. Make a diamond out of the charcoal. Use that negative emotion to find
26 thoughts and actions that feel good and go there! Go to where your power and
27 strength are.

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

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

9
 10 **A Prevent Strategy Is a Losing Strategy**

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

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

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

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
 22 shadow do you leave lurking around because “it’s not a big deal?” It is a big deal.
 23 What shadow are you not paying attention to? What lingering thought are you
 24 ignoring that eventually may lead to your downfall?

25
 26 - Maybe your downfall will come from nagging thoughts of an old injury.

- 1 - Maybe competition brings forth garbage and conflicts and instead of being fun
2 and exciting, competition is misery and pain.
3 - Maybe a recent argument with a girlfriend or a divorce will trip you up.
4 - Maybe you and your fans are still celebrating beating the undefeated, number
5 one team in the nation in the semi-finals while your next opponent – in the
6 finals – is busy preparing to beat you.
7 - Maybe your fist game of the season is with a “cupcake” and while you are just
8 “going through the motions, your “cupcake” is tapping into their power,
9 strength, cunning, and success of their evolutionary-selves by working hard and
10 by putting all their focus and energy into beating you!
11 - What unresolved shadow is waiting to take you off your game?
12 - What shadow is lingering in the dark?

13

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

22 Check out another type of strengthening exercises in Section 8.2 of the Symbiotic
23 Psychology book.

24

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

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

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

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

6
7 Each and every time you succeed in using an emotionally negative feeling thought to
8 find and to move into an emotionally positive feeling thought, is a very important
9 victory. Celebrate every emotional transformation. Transforming negative emotions
10 into positive emotions is your most important victory.

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

16
17 This is your evolutionary heritage. This is your evolutionary-self. This is your “I”
18 *Team*. This is you.

19
20 Good Luck,

21
22 Andrew Jackson

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

24 <https://symbioticpsychology.com/>



25
26
27 Postscript:

28 I invite you to read Section 8.2: “Cognitive-Emotional Rehabilitation and
29 Strengthening Exercises” and especially Section 8.2.7: “Sports” where you can find a

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- 1 variety of methods for empowering your emotional game. I also wrote Section 7.7:
- 2 “The Wisdom of a Champion: Let Joy Reign” and Appendix (A): “Nets on Fire:
- 3 Making the Air Electric” to give you a better feel for your emotional game.

1

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
8 an erroneous understanding of emotions within human psychology. Also, the statistics
9 of recidivism that exist only exist because of this ill-founded knowledge of human
10 behavior. Punitive requirements cannot be based upon these statistics because
11 punishment and recidivism based upon a different psychology – one that accurately
12 portrays human biology – will create different statistics. Current statistics now based
13 within a mistaken psychology cannot reflect behavior grounded within another, more
14 accurate psychology.

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

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

1 individuals with the training, skills, and understandings to make better choices for
2 themselves and others throughout their life.

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

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

- 17
- 18 1. Letters: Letters: Dear Prisoner (of War)
- 19 2. Section: 1.3: “The Five Postulates of Symbiotic Psychology”
- 20 3. Section 7.4: “Criminal Justice Reform”
- 21 4. Section 8.0: “Cognitive Emotional Therapy”
- 22 5. Appendix (B): Criminal Law and Justice Lagging Psychological Advancements
- 23

24 Your scalpel to dissect and to lay aside the flaws within contemporary “justice” lies
25 within the scientific concept of neuroplasticity. Neuroplasticity is a scientifically
26 proven concept – that can be taken to court – which outlines how the brain can rewire

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

1 itself and form new realities. That is, what was real yesterday, may not remain real
2 tomorrow. A person has the physical attribute to change and to be different than the
3 person which committed a crime.

4
5 Our criminal “justice” system not only does not recognize this possibility but creates
6 conditions to inhibit and retard any possibility of individual neuroplastic
7 transformation. Can that not be defined as “cruel and unusual punishment” from which
8 the Constitution protects us all from?

9
10 *A law based upon illusionary science is delusionary and denies a person’s*
11 *Constitutional protection to be free from cruel and unusual punishment.*

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

21
22 I am thankful that your hardships have forged an intentional life towards yours and
23 society’s health and well-being. Criminal justice should reinforce the conditions that
24 reinforce this outcome. A criminal justice based upon punishment and hardship is
25 unjust. Someday, maybe the society and the courts will understand this.

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

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

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

3

4

5 Sincerely,

6

7 Andrew Jackson

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

9 <https://symbioticpsychology.com/>



1 Subject: *Escape from Alcatraz*

2 (rev2018-04-13a)

3

4 Dear Prisoner (of War),

5

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

12

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

19

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

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

8

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

18

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

Dear Prisoner (of War): Escape from Alcatraz

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

11

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

17

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

30

Dear Prisoner (of War): Escape from Alcatraz

1 Sincerely and with love and respect,

2

3 Andrew Jackson

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

5 <https://symbioticpsychology.com/>



Part 2:
The Theory of Symbiotic Psychology

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Emotions: Nature's Biofeedback Mechanism

1
2 *Emotions are what you feel. Emotions are the perception, by consciousness, of a*
3 *physiological biochemistry actuated by cognitive activities of our evolved and nurtured*
4 *neural circuitry. Because emotions are perceptions of a state of biology being precipitated*
5 *by cognition, emotions are a reflection of, and give insights into, the nature of cognitive*
6 *behavior. Emotions are neither destructive nor constructive but rather they indicators*
7 *towards the presence of very real destructive and constructive cognitive behaviors.*
8 *Correlations between cognition, healthy physiological biochemistry, and good feeling*
9 *emotions are a result of millions of years of evolutionary survival for the health and well-*
10 *being of the individual – as are the correlations between negative feeling emotions and an*
11 *unhealthy biology. Now the question is, how are these correlations between cognition,*
12 *biology, emotions, and consciousness understood, nurtured, and developed within our*
13 *society for individual health, wealth, and general well-being through their own successful*
14 *decision-making and creativity?*

Andrew Jackson

2018-03-23

Rev2019-11-09



1.0 Symbiotic Psychology

1

2

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

8

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

14

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

1.0 Symbiotic Psychology

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

9

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

21 Symbiotic Psychology uses the theory of evolution to develop an argument that there are
22 fundamental and necessary correlations between (1) the mental activities of cognition, (2) the

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

9
10 **Section 1** of this book addresses the power and extreme usefulness of understanding how
11 emotions are a perception of biochemical/neurological physiology and an evolved emotional
12 guidance system for consciousness to evaluate and modify cognitive activities. It is this
13 understanding that is so important for the mental health community. This aspect of an
14 evolved emotional guidance system must be incorporated into psychological and
15 pharmaceutical therapy as well as into every day personal usage for the health and well-being
16 of an individual.

17
18 However, awareness of emotional conditions is another awareness of cognition.... which can
19 form a circular feedback loop. This feedback, if left unabated, can continuously repeat upon

1.0 Symbiotic Psychology

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

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

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

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

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

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

20 **1.1 Introduction to Symbiotic Psychology**

1.0 Symbiotic Psychology

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

10

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

19 **1.2 Cognition, Emotions, Physiology and Neurology**

1.0 Symbiotic Psychology

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

7

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

14

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

20 Cognition deals with the processes of knowing, namely, perception, recognition, conceiving
21 – which includes imagination and inspiration – and reasoning (Encyclopedia Britannica,

1.0 Symbiotic Psychology

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

11 **1.3 The Five Postulates of Symbiotic Psychology**

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

- 14
- 15 **1. Emotions are the Perception of Physiological Biochemistry:** Cognitive neural
16 circuitry activities (a) stimulate biochemical activity within the brain and body (b)
17 that we perceive as emotions (c). The emotions that we feel (c) are the result of
18 physiological biochemical activities (b), not their cause. The illusion of emotions is
19 that emotions drive the mind and its biochemistry. Rather, cognition precipitates
20 changes in the body's physiological biochemistry which consciousness then perceives
21 as emotions. Therefore, since physiological biochemistry is a consequence of
22 cognitive behavior, emotions are not constructive or destructive in themselves

1.0 Symbiotic Psychology

1 because they only exist as a reflection of very real constructive or destructive
2 cognitive behaviors.

3
4 **2. Emotions Have an Evolved Correlations with Cognition:** The cognitive construct
5 of emotions evolved out of the necessary correlative relationships between cognition,
6 physiological biochemistry, emotions and consciousness that promoted life
7 throughout the ages. Emotionally feeling good must correlate with (a) the body's
8 physiological biochemistry of health and well-being, (b) the mind's knowing of
9 health and well-being, and (c) an actuality of physical health and well-being.

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

14
15 **3. Biologically, "What Feels Good is Good":** Whether one is perceiving emotions,
16 feelings, or affect, it will boil down to some aspect of feeling good or feeling bad.
17 And, within the consequences of evolution, feeling good is healthy and right, and,
18 feeling bad is not. Because this basic emotional system of feels good is good evolved
19 out of the reptilian brain of might *is* right, parenting and community education and
20 training must strive to push moral and ethical debate up into our mammalian brain
21 where a more complex cognitive and emotional awareness of might *for* right, feels
22 good is good ethics can be sustained.

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

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

Mental health and well-being of a society is determined by the mental health and well-being of its individual inhabitants. A culture that is ignorant of emotions’ role in guiding cognitive and physical behavior is subject to all kinds of forces that can mis-direct cognitive activities towards nefarious ends. Continual distortions of emotions’ evolved nature by current

1.0 Symbiotic Psychology

1 psychological, psychiatric, and pharmaceutical institutions only further sabotage emotions'
2 guiding influence towards mental health and well-being of a society and its inhabitants.

3
4 Until emotions' true nature is understood, individual emotional behavior will be continually
5 preyed upon by people who wish to control and subjugate individuals towards their own
6 intentions, good or bad. Until emotions' true nature is understood, life's hardships can easily
7 be assimilated into a tragedy of ill begotten intent to control and dominate others to conform
8 to one's own ignorant selfish needs, desires, and behaviors. Unless emotions' true nature is
9 understood, those who do not conform to one's own ignorance may be deemed of a lesser
10 God and subject to destruction.

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

20
21 **1.4 Author's Note:**

1.0 Symbiotic Psychology

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

11

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

19

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

1.0 Symbiotic Psychology

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

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

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2.0 Emotions as an Evolved Biological System

1
2
3 *What if emotions are more than a stimulus for song, poetry and drama where poets bend and*
4 *sway their audiences' emotions up and down, as a roller coaster excites and thrills for the*
5 *pleasure, or dismay of its breathless riders? What if emotions are an evolved biological*
6 *system – like the muscular, skeletal, or nervous systems – and are functionally closely related*
7 *to the sensory systems?*

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

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

2.0 Emotions as an Evolved Biological System

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

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

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

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

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

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

19 **2.2 Cognitive Imagination and Evolution**

20 How would a genetic line survive (1) if the body's need for water did not stimulate the
21 mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated with
22 negative emotions? If the body needs water, this need must correlate with the mental act of

2.0 Emotions as an Evolved Biological System

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

10

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

16

17 How would a genetic line survive if the idea of *not* obtaining food, water, and shelter
18 correlated with feeling good? Or, how would a person (and his or her genetic lineage)
19 survive if cognitive imagery dwelt upon that which is not wanted, and this mental activity did
20 not correlate with negative emotions? A person dwelling upon that which is not wanted
21 triggers an unhealthy physiological biochemical condition within the body which activates an
22 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 and its
5 daily, moment to moment decisions, especially with those cognitive choices that are made
6 about what to think, imagine and dwell upon. "Healthy attitude" means having the desire
7 and intention to choose cognitive activities (ideas, thoughts, beliefs, concepts, awarenesses,
8 deductions, reasons, dreams, and imaginations) that feel good. People who are successful
9 and enjoy life are such because they have made a decision to use emotionally negative
10 cognitive activities as motivation to find, allow, develop, and dwell upon those emotionally
11 cognitive activities that feel better. Physical health and well-being are dependent upon
12 cognitively working towards better and better feeling thoughts until cognitive activities that
13 feel good dominate one's internal conversation. Mental health and well-being depend upon
14 having the motivation, intention, and ability to cognitively work at emotionally feeling good.
15 But problems occur when a "what feels good is good" attitude doesn't reflect a self that lives
16 with strength, vigor, adeptness and a compassion for others to realize the same.

17 **2.3 Conclusion**

18 When factoring in evolution, the emotional perception of physiological and biochemical
19 states of the body become an integral part of the brain's neural network for maintaining the

2.0 Emotions as an Evolved Biological System

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

11

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

17 moral and ethical debate of a 'feels good is good' behavior guide has been going on for
18 thousands of years and will continue for thousands more, but ultimately it is an individual
19 debate that continues throughout a person's lifetime of experiences and, hopefully, a lifetime
20 of continual growth and greater understanding.

3.0 Depression: Mental Illness or Mental Injury

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

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

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

3.0 Depression: Mental Illness or Mental Injury

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

5

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

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

17

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

3.0 Depression: Mental Illness or Mental Injury

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

10

3.2 Responding to a neurological emotional guidance network

11

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

17 People who are healthy, happy and successful in life use their power of consciousness to
 18 pivot off the emotionally negative aspect of a scenario and into a more emotionally positive,
 19 *re-framed* scenario. They have learned and developed the necessary skills that are essential
 20 in our society to manage their focus of attention in response to their own emotional feedback.

3.0 Depression: Mental Illness or Mental Injury

1 They have developed a robust cognitive dexterity and ability where disruptive cognitive
2 events only temporarily upset healthy biochemical balances. They have the motivation, drive
3 and, most importantly, the proficiency to cognitively create a scenario of that which is
4 wanted and desired – which initiates a balanced and a healthy biochemical physiology
5 activating the correlative, emotionally-positive neural network.

6
7 The development of the extreme biochemical signature of mental illness that requires
8 psychiatric drugs is the result of a chasm that developed between the cognitive activities
9 within the brain and the individual’s responsiveness to the emotional guidance system.

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

3.3 Conclusion

20
21 Whatever the dysfunction is called – illness, disease, disorder – and however the symbiotic
22 ties between cognition, physiology, emotions, and conscious were disrupted, the objective in

3.0 Depression: Mental Illness or Mental Injury

1 psychological and pharmaceutical therapy should be to reestablish the evolved and symbiotic
2 relationship between these constructs where a person can enjoy and thrive in life with its
3 many exciting challenges. The neuroplastic capacity of the brain to establish new neural
4 circuits takes time. The psychological and pharmaceutical rehabilitation methods to reinforce
5 this new neurological growth with emotions as a perception of physiological biochemistry
6 have yet to be properly identified and researched.

7

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4.0 Cognitive-Emotional Rehabilitation

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

Cognitive rehabilitation must help individuals to use the neuroplastic capacities of the brain to develop new and emotionally positive cognitive habits of thought, perception, and imagination. Such a discipline would help a person develop internal powers of choice and

4.0 Cognitive-Emotional Rehabilitation

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

8
9 There is a need for a psychotherapy that fortifies a patient’s desire to stay on the road toward
10 a natural state of health and well-being: a discipline where a patient’s own emotional
11 guidance system is acknowledged, validated and reinforced. This implies empowering a
12 patient with the ability to reach for and chose cognitive activities that feel better, so they
13 actually do feel better in the present, rather than reaching for some goal to be realized in the
14 future. These cognitive activities may simply change emotional experiences from painful to
15 less painful, but eventually they will result in a change from feeling good to feeling even
16 better. The successful caregiver will develop a patient’s cognitive ability to find cognitive
17 activities that feel better now, in the present, in this therapeutic session. The goal is for a
18 patient to feel even better by becoming mentally and physically well through leading a life
19 responsive to their own emotional guidance system. “Wellness” ultimately means to have a
20 life without therapy and without medications. A person may never reach a state of mental
21 health that is without therapy or medications, but just demonstrating with them that they have
22 the ability and the power to feel better now creates hope. Hope can make all the difference

4.0 Cognitive/Emotional Rehabilitation

1 between staying with or leaving a program. It can make the difference between staying with
2 or leaving life itself.

3 **4.1 Emotional Guidance**

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

18
19 Maintaining a healthy and joyful lifestyle requires having an ability to move up or down the
20 spiral staircase with ease and fluidity, just as emotions flow up and down with the changing
21 consciousness of watching a movie or reading a book. Issues involved within mental illness,
22 addictions, and violence develop when this more complicated and creative aspect of a

1 healthy cognition are absent, usurped, driven, or even manipulated out of a person's
2 repertoire of survival skills. The resulting loss of choice to get on or off the emotional roller
3 coaster can leave an individual broken and in need of professional help.

4.2 Defining Mental Health and Well-being

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

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

4.0 Cognitive/Emotional Rehabilitation

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

9

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

14

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

4.0 Cognitive-Emotional Rehabilitation

1

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

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

15
16 Evolution has established a cognitive/physical/emotional correlation such that emotions
17 provide consciousness with an awareness of the health and well-being of the body’s
18 physiology and biochemistry. A useful definition of mental illness is the **inability** of a
19 person to respond constructively to emotional signals. Individuals feel or perceive emotions
20 and normally respond to their emotional guidance system by creating and accentuating
21 cognitive activities that bring about positive feeling emotions. Negative emotions are a

5.0 Psychological Therapy

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

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

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

5.0 Psychological Therapy

1 necessary to pivot cognitive activity from that which is ‘not wanted’ to cognitive activity of
2 that which is ‘wanted’.... from feeling bad to feeling good. Emotions are the guiding light
3 regarding the success or lack of success in this change of focus within cognition.

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

7

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

20 It is the symbiotic nature of cognition and consciousness that enables a person to ferret out
21 that which is wanted from within that which is not wanted. This nature also enables a person

5.0 Psychological Therapy

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

11

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

6.0 Pharmaceutical Therapy

1
2
3 *“Doctor, are you working with my therapist? Her therapy is helping me get control of my*
4 *thinking. If a thought doesn’t feel good, I’ve got to find another that feels better. But how*
5 *can I do that when these meds you keep giving me make me feel all doped up. She says I need*
6 *to understand that my emotions have evolved to help me get my mind off what feels bad.*
7 *Doctor, your drugs make me feel awful. How can I use my emotions to understand what’s*
8 *going on in my head if your meds are screwing me up? Also, do you have an end game of*
9 *getting me off these meds? If I do get more control of my mind, can’t we change these meds*
10 *to something less doping? And, if I get better, then do you have another drug after that that*
11 *is easier on me? What I am getting at, Doctor, are steps to getting well, steps to get off my*
12 *meds and not end up back in the psycho ward again. You know, I am getting to like the Grim*
13 *Reaper more and more as these years with you pass by. He has an end game. But my*
14 *psychologist is helping me to get normal. Do you really have an idea of how to help me so*
15 *that I can get normal? How are you coordinating my pharmaceutical therapy with my*
16 *psychological therapy so that you guys are working together and helping me to not see you*
17 *ever again?”*

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

6.0 Pharmaceutical Therapy

1 cognitive activities in response to emotional guidance? How can emotions guide cognitive
2 behavior when emotional or physiological neural networks are being targeted with artificially
3 introduced chemical agents?

4

5 Emotions have an evolved role in guiding cognitive behavior and decision-making. If
6 emotions are perceiving physiological biochemistry, and cognition actualizes physiological
7 biochemistry, how are emotions ‘out of control’ and in need of ‘emotional regulation’? No!
8 It is cognition that is ‘out of control’ and therefore, it is cognition that needs regulation.

9

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

19

6.1 Psychiatric Medications Designed for Healing

6.0 Pharmaceutical Therapy

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

4
5 There is a need for psychiatric treatment to use drugs and medications that help
6 consciousness to regain its own power and responsiveness to its own emotional guidance
7 system. These medications should also help consciousness break away from a narrow and
8 myopic world view which can spiral cognition out of control. There is a need for
9 pharmaceuticals that can help create a biochemical environment where the personal powers
10 of an individual's consciousness can start making attempts to be more responsive to his or
11 her emotional guidance system. These new agents must also augment the brain's
12 neuroplastic capacity.

13
14 These new types of pharmaceuticals would aid individuals in their abilities to use their own
15 cognitive skills and reflexes to co-function with their emotional guidance systems. These
16 new medications would aide and empower consciousness either to take the mind off the
17 negative downward cognitive spiral of depression or to take the mind off the out-of-control
18 upward cognitive spiral of mania. As a patient's new skills are developed and new neural
19 circuits are cultivated, the need for and the types of pharmaceutical assistance change. There
20 always should be the goal to eventually remove pharmaceutical assistance entirely. But, like
21 the hand on the hot stove, the neurocircuitry within the brain can be "damaged" so
22 extensively that no amount of training and development will ever succeed because entire

6.0 *Pharmaceutical Therapy*

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

6
7 **6.2 Masking Neurological Processes**

8 There is a danger of medications masking destructive cognitive behaviors that normally are
9 exposed through erratic, abnormal, and convoluted *emotional feedback*. If these emotional
10 reflections of aberrant mental and physical behaviors are ignored or camouflaged with
11 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 this book does not negate the importance of pharmaceutical
18 therapy, rather, it redefines its purpose, which is to target the brain's neuroplastic
19 environment and to help individuals redevelop a healthy cognitive activity in response to
20 their perceptions of emotional feedback about their physiological biochemical states of
21 being. As discussed earlier, a person has an evolved emotional guidance system that
22 promotes cognitive behavior that feels good emotionally. Negative emotions promote

6.0 Pharmaceutical Therapy

1 avoidance behaviors. Mental illness may be defined as a consciousness' inability to
2 constructively respond to their own internal dialog between cognition and emotional
3 perceptions and the inability of consciousness to actively engage in emotionally positive
4 activities that are useful, healthful and life-giving. Pharmaceutical therapy should augment
5 psychological therapy to create conditions for redeveloping the neural networks that
6 reinforce evolutionary design.

8 **6.3 New Opportunities in Medicine**

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

18 A successful return to well-being and joy takes work on the part of both caregivers and
19 patients. If pharmaceutical intervention is required to stabilize a patient's cognitive behavior,
20 there is still a need to develop programs that reduce this pharmaceutical impact. As a
21 patient's rehabilitation promotes the new skills and habits necessary for consciousness to

6.0 Pharmaceutical Therapy

1 respond to emotional guidance in a healthy and productive manner, less invasive drug
2 therapy is required. Any healing and return to wellness are dependent on the desire,
3 determination and fortitude of patients to seek wellness and to develop healthy new habits
4 and patterns of cognitive behaviors in response to their emotional guidance. Likewise, the
5 desire, determination and fortitude of the therapist, the psychologist, the psychiatrist and the
6 pharmacist play their roles within the patient's healing process of restructuring cognitive and
7 emotional neurology and a return to well-being.

7.0 Cognitive-Emotional Wisdom

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

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

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

7.0 Cognitive-Emotional Wisdom

1 frustration to displeasure, from displeasure to pleasure, and from pleasure to joy over time.

2

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

13

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

7.0 Cognitive-Emotional Wisdom

1
2 The mind and body exist within a multitude of conditions and activities, all creating a
3 symphony of emotional feedback and harmonies. It is these harmonies and disharmonies
4 that individuals must bring together as they conduct the symphony of their lives' creations.
5 The primary goal and objective for society and its members should be to nurture and guide
6 individuals into their own beings as creators of their own lives. Much too often, societal and
7 individual actions create schisms between individuals and their own personal emotional
8 guidance, sometimes innocently, sometimes with benevolent intent, but sometimes with
9 malicious intent to manipulate individuals for ulterior purposes, such as exploitation or
10 control.

11

12

7.1 Development of Cognitive-Emotional Wisdom

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

7.0 Cognitive-Emotional Wisdom

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

3

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

13

14 The first step towards cognitive-emotional wisdom is to establish a person's awareness of the
15 fundamentals of the emotional feedback system. Unfortunately, even the syntax of language
16 misrepresents the mind, body, emotion relationship with consciousness. To say that a
17 person is "emotionally out of control" or having a "fit of rage", or "acting out in anger" or
18 committing a "crime of passion" is an incorrect characterization. The person is not
19 "emotionally out of control" but, rather, they are "cognitively out of control" because it is the
20 cognitive activities that are creating physiological and biochemical changes, which
21 consciousness perceives and calls emotions. Emotions cannot be aberrant and destructive

7.0 Cognitive-Emotional Wisdom

1 because they are but the messenger. It is cognition that can be aberrant and destructive. It is
2 cognition that is creating the physiological biochemistry that is running afoul.

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

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

7.2 Trauma and Addiction Corrupting the Cognitive-Emotional Relationship

20 The correlative relationship between mind, body, emotions, and consciousness has evolved
21 to promote individual health and well-being (ref Section 2: “Emotions as an Evolved
22 Biological System”). Trauma may be defined as an experience – or series of experiences – so

7.0 Cognitive-Emotional Wisdom

1 severe as to short circuit the normal harmonious and healthy flow of nervous electro-
2 biochemical energy within and between neuro-network areas within the brain and body and
3 disrupting a person's evolved reaction to seek and maintain cognitive activities that feel
4 good. Although traumatic experiences are usually cognitive – that is, emotions perceiving
5 biological changes caused by cognitive activities – chemically induced trauma from alcohol,
6 tobacco, and other “recreational drugs” may also – and very quickly and drastically – disrupt
7 natural nervous electro-biochemical energy flow. No matter how a traumatic experience is
8 absorbed within the human neurological circuitry, neurological behavior is disrupted beyond
9 its elastic capacity to return to normalcy. As a hand that was forced onto a hot stove may
10 forever be scarred and may even become functionally impaired, trauma-induced abnormal,
11 biochemical physiology *may* severely impact internal nervous electro-biochemical energy
12 flow and adversely affect natural cognitive and emotional behavior as well as the physical
13 expression of that behavior.

14

15 As previously discussed, (ref Section 2: “Emotions as an Evolved Biological System”)
16 human beings have evolved to be healthy and joyous. Culturally this may be far from the
17 norm and an indication of a broken culture and society rather than an indication of natural
18 human character. A cultural lack of awareness and understanding of the natural cognitive-
19 emotional relationship may promote dubious, self-prescribed remedial behaviors in response
20 to traumatic events. Additionally, these behavior modifications can easily become addictive
21 rather than healing.

22

7.0 Cognitive-Emotional Wisdom

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

11

12 The nature of what constitutes a traumatic event or addictive behavior is highly
13 individualistic. Common to post traumatic and addictive behavior is a lack of a natural
14 responsiveness to an evolved emotional system designed to guide cognitive behavior towards
15 individual health and well-being. Any lack of joy and well-being within a healthy and
16 constructive lifestyle is an indication for the need of cognitive-emotional education and/or
17 rehabilitation intervention. Society has a moral obligation to provide the necessary education
18 and training within its schools, hospitals, and prisons to establish individual awareness and
19 responsiveness to healthy cognitive-emotional behavior. Section 8.2: “Cognitive-Emotional
20 Rehabilitation and Strengthening Exercises” provides a descriptive list of possible
21 rehabilitative behaviors. Although these exercises are all relatively safe, they may be abused
22 without the basic understanding and knowledge of why and how they are designed to

7.0 Cognitive-Emotional Wisdom

1 reestablish a natural and healthy relationship between mind, body, emotions, and
2 consciousness.
3
4 Research studies are revealing new realizations and understandings of a neuroplastic brain
5 designed to rewire itself (Doidge, 2015). The neuroplastic brain makes it possible to
6 establish new, healthy, and constructive awareness and behavior associations. This has
7 awakened new and exciting possibilities for individuals and cultures now being destroyed by
8 traumatic and addictive behaviors. Everyone has within them an amazing capacity to
9 change, adapt, and to thrive within a wide variety of conditions and environments.
10 Psychology, psychiatry, and pharmacology must work together with health organizations,
11 institutions, and with the government itself to promote and provide the tools needed for
12 healthy, prosperous, and joyous behavior.
13
14 Individual awareness, education, and training of cognitive-emotional rehabilitation and
15 strengthening exercises not only act to rehabilitate, but because they also strengthen
16 consciousness awareness of healthy cognitive-emotional behavior, these exercises can act as
17 a preventative measure against future trauma and destructive addictions. Trauma and
18 addiction can happen within the womb. So, when actually should the education and training
19 for the prevention of – or for limiting the effects of – traumatic experiences and addictive
20 behaviors begin? How about now! Trauma happens. Destructive addictive behaviors need
21 not.
22

7.0 Cognitive-Emotional Wisdom

7.3 Cognitive-Emotional Wisdom in Education

1
2 What is the purpose of education if it is not to provide the tools and training for a successful
3 adult life? And where is success without joy and passion? Can education be called a success
4 if it does not provide the understanding and training of a personal cognitive-emotional
5 system which has evolved for the actualization and maintenance of mental and physical
6 health and well-being? Education should not be confined to developing a student's cognitive
7 skills without also understanding the emotional connection to happiness and joy needed to
8 succeed in life. Cognition, physiology, emotions and consciousness have evolved together as
9 a synergistic team. The nature and effective employment of these synergies should certainly
10 be part of our educational curriculum. And this means teaching and developing the students'
11 skills and abilities to be happy and joyous within their endeavors.

12
13 Education must also be about training students to develop the wisdom necessary to function
14 with an emotional system that has been evolving hundreds of thousands – if not millions – of
15 years. The physiological biochemical response to cognitive activities of our reptilian brain
16 are far different than the physiological and biochemical response from cognitive activities to
17 our mammalian brain. To ignore the intricacies of an emotional guidance system is to
18 disregard thousands of years of survival on the savannahs of Africa by our original human
19 ancestry. This emotional guidance system now needs to be prepared and cultivated and
20 nourished for successful operation within today's technological world. This modern
21 environment requires a new awakening and acceptance of an individual's abilities to guide
22 his or her own life.

7.0 Cognitive-Emotional Wisdom

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

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

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

7.0 Cognitive-Emotional Wisdom

1

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

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

18

19 The emotional guidance system has evolved to constructively guide individuals so that
20 violence is a last resort response to the threat of immediate physical danger. The overhaul of
21 our criminal justice system must start with an overhaul of our educational system and

1 cultural values pertaining to understanding millions of years of emotional evolution and the
2 nurturing of cognitive-emotional wisdom.

3
4 **7.4 Criminal Justice Reform: The Unalienable Rights of Life, Liberty and the Pursuit**
5 **of Happiness**

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

19
20 Why does society respond to unwanted behavior via punishment? Why is “spare the rod and
21 spoil the child” such an ingrained euphemism within our culture? Why is punishment for
22 “crimes against society” considered to be just and humane behavior? Our current criminal

7.0 Cognitive-Emotional Wisdom

1 'justice' system only further desecrates our humanity and continues the cycle of self-
2 destruction. It is time to stop the individual's and society's downward spiral into hell.
3 Discussion and debate must move our concepts and resultant systemic practices and
4 institutions out of our more reflexive reptilian brain and into our more compassionate
5 mammalian brain where reality not only seems different, it is different. Different neural
6 networks are assembling a different world.

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

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

7.0 Cognitive-Emotional Wisdom

1 promote the necessary understanding, purpose, and importance of an individual's emotional
2 guidance system – a biological system necessary for life, liberty and the pursuit of happiness.

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

18

19 Who can predict the motivation, drive and desire of a person to return to the life of freedom
20 and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even
21 after years or even decades of imprisonment? Within a climate of doubt and disbelief of

7.0 Cognitive-Emotional Wisdom

1 reform possibilities there may still exist within many individuals a flame of hope and the
2 necessary drive to work and develop his or her cognitive-emotional wisdom and return to the
3 freedoms and harmonies of joyous well-being. There is a moral duty and a Constitutional
4 mandate for society to explore the possibilities and to give those imprisoned a chance to
5 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to
6 explore, develop and learn about the mind-body-emotion-consciousness connection.
7 Likewise, there is a Constitutional and societal responsibility to understand cognitive-
8 emotional wisdom and the brain's neuroplastic ability to change and to develop new neural
9 networks that can redefine new perspectives, new alternatives, and new possibilities for
10 successful living by our incarcerated brothers and sisters. Where is our government that was
11 created to protect our inalienable rights of life, liberty and the pursuit of happiness? Where
12 are the protectors of our Constitution for the welfare of all of humanity?

13

14 7.5 Reframing Antisocial Personality Disorder

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

22

7.0 Cognitive-Emotional Wisdom

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

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

19

20

7.6 Military Personnel Decommissioning

21 The power of the brain's neuroplastic capacity to adapt to the demands of a new environment
22 by changing and developing new neural networks is also demonstrated by the successful

7.0 Cognitive-Emotional Wisdom

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

17

18 **7.7 The Wisdom of a Champion: Let Joy Reign**

19 *The ‘Grateful Red’ (the UW student section) are stomping their feet in appreciation for the*
 20 *skillful play of their basketball team. Team execution has reached a new level of excellence.*
 21 *‘Every’ shot is dropping, even more bizarre and – amazingly – a teammate is in the right*
 22 *spot for every loose ball, block, rebound or steal. There’s electricity in the air. It feels good!*

7.0 Cognitive-Emotional Wisdom

1 *It feels great! It is wild. For team member and fan alike, this didn't just happen; it **began***
2 *with a feeling, a positive good **emotional** feeling that grew and then exploded...lighting the*
3 *nets on fire!*

4

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

12

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

18

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

7.0 Cognitive-Emotional Wisdom

1 Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads
2 to injuries when the body is stressed and pushed to its limits during competition because the
3 mind and body are biologically not working together as a unified whole.

4 The mental game of ‘being in the zone,’ ‘creating momentum,’ ‘being connected’ and
5 ‘having confidence’ is about *emotions*, about *good feeling emotions*. There is no mental
6 game, there is no mental focus, there is no confidence, there is no success, unless the
7 emotions and feelings collaborate and acknowledge it. The mind, body, and emotions must
8 work together as a synergistic whole – as the proverbial team – to bring forth an athlete’s
9 best performance. This mind-body-emotional game is about cognitively bringing forth an
10 emotional belief of success, which also brings forth by evolutionary necessity, the correlative
11 physiological and biological foundation for success.

12

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

7.0 Cognitive-Emotional Wisdom

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

10

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

19

20 *As I was walking through a grade school gym where I was substitute teaching, a very young
21 and small boy wanted me to watch him shoot a basket. Amazingly, with his limited ability, he
22 shouted with glee as his shot just hit the rim. He looked at me beaming with a smile,*

7.0 Cognitive-Emotional Wisdom

1 *obviously very proud of his success, and proclaimed, “it almost went in!” He had found the*
2 *emotion of success where most would have only discovered failure.*

3

4 The smallest of actions, a moment of brilliance, any second where “I feel it,” are all mind-
5 body-emotional states of previous successes. It is a time when ‘that felt good!’ The

6 *Exercises in Cognitive-Emotional Rehabilitation* of section 8.2 contains a list of exercises to

7 recreate these mind-body-emotional states as fortification from any barrage of doubts, fears,

8 uncertainties, and questions presented by an upcoming event. Recreate these mind-body-

9 emotional states as a defense from the lure and illusion of a victory that doesn’t yet exist.

10 Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches

11 any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-

12 emotional states as an offense to the opponent’s barrage of jabs, hits and punches to assert

13 ‘their’ dominance. Cognitive/emotional training starts in the off-season at home and

14 continues each day and through each practice and right into the locker room and onto the

15 court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-

16 body-emotional synergy of success. Too many half-time talks by the coaching staff

17 disconnect rather than reinforce each individual’s and the team’s connection to strength,

18 agility, coordination and power.

19 *“If there are any doubters who don’t believe that we are going out and taking over the*

20 *second half and winning this game, you can stay right here. We don’t want you. We don’t*

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

12
13 Emotions are responses to all that activity going on between the ears. They are an ever-
14 present coach that lets each athlete individually know where his or her mind’s activities are
15 heading. The better the feeling, the more mental activities are in *your game*. The worse the
16 feeling, the closer mental activities are to getting lost in your *opponent’s game*. The question
17 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

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

7 7.8 Emotions in the 21st Century

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

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

7.0 Cognitive-Emotional Wisdom

1 It is necessary to elaborate on some important distinctions which need to be made in our 21st
2 century consumer-focused society. Sugar may have wonderful ‘feels good’ associations but
3 gaining weight is probably not one of them. Shopping may feel good but getting the bills
4 may not. Having a brand-new car feels great, but the consequences of it being a stolen car
5 does not. The same ‘feels good’ but ‘know the bad’ goes for drinking, drugs, medications
6 and all of human behaviors. Knowing what actions may feel good and knowing what
7 consequences may feel horrendous is a product of the cognitive mind and the emotional
8 perceptual system of the body’s physiological biochemistry. On the other hand, society’s
9 acceptance of such action often impacts a person’s attention to their own emotional
10 guidance: what if a person’s behavior aligns with emotional guidance but this behavior is
11 contrary to accepted societal norms? And conversely, what if a person’s behavior aligns
12 with emotional guidance but this behavior *should be* contrary to accepted societal norms?

13 Where is the emotional wisdom in a ‘feels good is good’ behavior model? The correlation
14 between the better one feels and the healthier one is, began evolving millions of years ago.
15 In question are emotions’ guiding relevance in the 21st century and beyond. Emotions are
16 only reflections of cognitive activities via their correlative relationship to physiological
17 biochemistry. Therefore, it is not emotions, but cognition that is in question. The power of
18 cognitive-emotional wisdom lies within one’s abilities to meet the challenges of today’s
19 complex societies by transmuting life’s pains and failures, via cognitive work and
20 imagination, into the thoughts and actions that both feel good and are integral and
21 harmonious to a self and that does not demand the obedience and subjugation of others but

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1 promotes the welfare and empowerment of others. This means moving out of the more
2 reflexive reptilian brain and into the more compassionate, complex capacity within the
3 mammalian brain. Joy and happiness, if dependent on the requirement and demand for
4 specific behavior in others, is an attempt to appease a false ideology. It can never succeed.
5 To make joy and happiness dependent on others' behaviors is to deny the evolutionary role
6 of emotional guidance. Emotional guidance and cognitive-emotional wisdom are *self-*
7 management tools.

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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 "it's all good," may I recommend that you start using your*
5 *emotional system as it has evolved to be used. You will get to a place where, "Yea, I can*
6 *understand how that makes sense, it IS all good." It is very unfortunate that the most*
7 *influential people in a person's life may have imparted an impoverished attitude about life.*
8 *But attitudes can change. The neuroplastic brain can grow new circuits of understanding*
9 *and awareness and provide you with new understandings, awarenesses and abilities to meet*
10 *the challenges of life – if you put in the effort. When I came to the point in my life that I*
11 *understood "where I am is not my fault but it is now my responsibility," that is when life*
12 *started getting better for me. It takes effort. But if you have the desire to improve and*
13 *empower your own life, start using your emotions, and understand that if a thought doesn't*
14 *feel good, it's not. If what you are doing in life doesn't feel good, it isn't good, for you or*
15 *anybody around you. You have to become your own 'superhero.'*

16
17 Cognitive-physiological-emotional well-being means: 1) having the ability to evaluate one's
18 own cognitive activities with one's own emotional system, 2) having the ability to
19 STOP...and respond to this evaluation, 3) switching from emotionally-negative cognitive
20 activities to those cognitive activities that will elicit positive emotions and, finally, 4) using
21 these new emotionally-positive thoughts as the basis for constructive action. Cognitive-

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

7

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

17

18 The objective of cognitive-emotional therapy is to attain mental and physical health and
19 well-being. This starts with learning how to feel better emotionally. The role of the caregiver
20 is to help pave the way for the patient to move up the emotional path. How far along the
21 path a patient travel depends on his or her motivation to take another step: take one more step
22 just to feel a little bit better. One step may take a month. It may take two. But no matter the

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1 time, the cornerstone role of caregivers is to help patients take that next step with the promise
2 that when they do, they will feel better. At first, feeling better may simply translate into
3 feeling less pain. Eventually though, over time, with the development of new cognitive
4 habits, emotional feelings will transcend from negative to positive.

5
6 **8.1 Motivation to Feel Better**

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

13
14 Answers to these questions will also help the therapists find the desires within their patients’
15 mental-emotional jungle. These desires can be harnessed as motivation to alter a patient’s
16 current, negatively charged patterns of thoughts and actions into patterns of thoughts and
17 actions that feel better. The question “what do you want” develops focus. An answer
18 demands a “fearless sifting and winnowing” (Wikipedia, *Sifting and winnowing*) of
19 thoughts, experiences and desires, and a focus on that which is wanted and its associated
20 positive feelings.

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1 Whatever a patient's desire may be, there is an underlying desire to feel good, to feel better.
2 This desire is an important motivation to do the work necessary for improvement. Feeling
3 good is also needed for activating the underlying neuroplastic changes in the brain that will
4 lead to a new, different and improved lifestyle (Gorwood, Corruble, Faliisard, Goodwin,
5 2008).

6

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

13

14 **8.2 Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness**

15 **Training (Your Superhero Toolkit)**

16 *All these tools are methods for changing destructive and aberrant cognitive activities into*
17 *constructive and useful cognitive activities. This list of tools is, by any means, incomplete.*

18 *As Aurobindio Ghose states in The Synthesis of Yoga “all life is yoga” (Ghose, 2015) and*
19 *even work itself qualifies as a means to develop one's cognitive muscles. Qualified experts*

20 *are readily available in all these areas of endeavor. Emotions act as a guide because*

21 *emotions give cognition feedback via their perception of the body's physiological and*

22 *biochemical state of being. These body conditions are generated by the cognitive activities of*

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

6

7

8.2.1 Focusing on That Which Is Wanted

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

20 Individuals can’t focus on what they don’t want and simultaneously have positive emotions.

21 We may use positive words, but if the emotion behind our words is still negative, nothing

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

10
11 But the engineering mind and the gamer mind (as in chess) seem to develop positive
12 emotions while identifying and holding a problem in stasis, while searching for and allowing
13 solutions to ‘come to mind.’ The design of the prefrontal cortex seems to be integral to this
14 process. It functions by holding ‘what’s not wanted’ – which stimulates negative emotion –
15 in the right prefrontal cortex and the desired outcome of ‘what’s wanted’ – which stimulates
16 positive emotion – within the left prefrontal cortex (Davidson, Begley, 2012). The precise
17 nature of these prefrontal cortex activates needs further research.

8.2.2 Reframing and Appreciating

18
19 To appreciate a person or persons means to find something of “value” within them to focus
20 on, which stimulates positive emotional responses. To appreciate a situation means to find

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

10

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

16

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

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

4 **8.2.3 Touchstones**

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

15 **8.2.4 Acts of Kindness**

16 A healthy lifestyle means to live – and to act from – an emotionally positive place. An
17 emotionally positive action develops a pathway to a healthier lifestyle. One method to bring
18 up the emotions of a positive lifestyle is to perform acts of kindness. This extends the mental
19 exercise of appreciation outward and into the world. It begins the unveiling of a new life of

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

8.2.5 Distractions

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

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

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

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1

2 **8.2.6 Meditation**

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

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

17

18

8.2.7 Sports

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

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

15 **8.2.8 Music and the Arts**

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

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

8.2.9. Creative Writing and Writing Memoirs

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

8.2.10. Stop Going There

19 Maybe a subject is so vast and unyielding that the only solution is just to ‘not go there.’
 20 There is no solution, viewpoint or aspect that elicits positive emotions. Avoidance may not
 21 be ‘how I was brought up’ or ‘politically correct’ but it may be important for a person’s
 22 health and well-being. “That is not your problem” may be the best advice a therapist can give

1 for developing a patient’s health. There is an important lesson here in valuing personal health
2 and well-being and the role of the personal emotional guidance system over the values
3 imposed by society and others. For example, fixating on world hunger can become
4 overwhelming. If a person isn’t able to view or evaluate such a subject and emotionally feel
5 good about the ‘good’ they can do, perhaps it is a subject for that person to put aside.

7 **8.2.11 Having Compassion for Self**

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

12 **8.2.12 Using Religious Ideals**

13 *“to Walk within God is to Walk within Joy”*

14
15 There are many aspects of the world’s religions that pertain to easing the mind of its burdens.
16 There are the Sufi dances of peace; there are the Hindu practices of yoga which means union
17 with God; and there are the Buddhist meditations for enlightenment to reach Nirvana and the
18 cessation of suffering; and the songs of Jewish cantors or Christian chants have a similar
19 effect. Religious practices can be explored with patients who are so inclined. Personal
20 emotional awareness and wisdom are important because within religion are also ideas and
21 beliefs that, rather than bringing about an experience of salvation and peace, simply invite

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1 “hell on earth.” Emotional guidance is about controlling one’s own activities, not about
 2 controlling others.

3

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

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

13

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

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

20

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

2

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

4

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

7

8 7) “There is no path to happiness: happiness is the path.” Gautama Buddha
9 (quoteideas.com)

10

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

13

14 **8.3 Cognitive-Emotional Wisdom in Therapy**

15 Emotions have value. They are important. But to have value and to be important emotions
16 must be used as they have evolved. The presence of negative emotions did not evolve to add
17 fuel to the fire and escalate emotionally negative situations accelerating the emotional
18 downward spiral. Like a runaway train down a mountain, there is not going to be a good
19 outcome. The question is, can a person become the observer-self? Can the person separate
20 him or herself from the pathos of the moment....and STOP (Dubic, *The Brain*), (Goleman,
21 Davidson, 2017)? Can the therapist help a person become empowered to stop, and act upon a
22 negatively charged situation in a more emotionally positive direction? The quicker one

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1 realizes that they are on a run-away train, spiraling out of control, the easier it becomes to
2 stop the downward and emotionally negative train of thoughts and actions and to start back
3 up the emotional staircase.

4

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

14

15 Cognitive-emotional wisdom isn't only about moving up the emotional staircase when
16 circumstances and events are conducive to upward movement, it's also about having the
17 discipline and fortitude to resolve the internal struggles and to create the mental and
18 emotional harmony necessary for action when circumstances and events are not conducive to
19 upward movement. Too many people have the unfortunate life circumstance in which the
20 motivation for stopping the emotional-downward spiral into self-destruction only develops
21 from having already personally followed this path into a barren, despondent wasteland. It is

1 the fortunate few who work and regain their evolutionary roots and relearn how to act from
2 an emotionally positive platform.

3
4 A person may have to focus only on a very narrow and constrained view of the world in
5 order to access and use his or her emotional guidance. A person's world view may be limited
6 to a back yard or to the shadows on the bottom of a pool of water. But as healing occurs,
7 broadening the understanding of how to use emotional guidance in an increasingly vast and
8 complicated world becomes possible and necessary. Developing the cognitive-emotional
9 ability to function in society is one measure of health. A greater measure of health and sanity
10 is to actually enjoy the opportunities society offers. Tens of thousands of years of human
11 evolution have developed within our species the capacity to use our emotions to guide our
12 cognitive behaviors towards a life of health and well-being.

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

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

9.1 The Grand Illusion Feeding the Dark Side of Emotions

Humanity's current cognitive construct of emotions is illusory. 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.'

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

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

19

20 All the previous sections of this book have been an argument and explanation of a different
 21 cognitive construct of emotions: “*emotions are consciousness’s perceptions of the body’s*
 22 *physiological biochemistry precipitated by cognitive activities.*” Thus, the construct that

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

5

6 **9.2 The Emotional Guidance of “What Feels Good Is Good”**

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

1

2 9.3 Emotional Guidance Gone Wrong

3 Often nature’s wonderful cognition, physiological biochemistry, emotions and consciousness
4 correlation relationships have gone astray. Humans have evolved to be happy, joyous and
5 healthy beings. Yet, this is far from our current status quo. An introduction to the how,
6 where and why nature’s emotional guidance can go wrong is discussed in the following
7 paragraphs.

8

9 9.3.1 Aberrant and Destructive Emotions

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

22

1 **9.3.2 Emotional versus Cognitive Disorder Management**

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

8
9 Yes, emotions change with the change of cognitive behavior in both cognitive behavior
10 therapy and emotional guidance training, but the difference lies within the intent of these
11 disparate theories. Within cognitive behavior therapy, emotions are in disorder and in need
12 of management and if emotions cannot be personally managed, then pharmaceutical
13 management of *emotions* is warranted. But, to artificially sedate and manipulate emotions is
14 to falsify and distort consciousness' perception and awareness of the body's physiological
15 biochemistry and thus, to falsify and distort the very awareness of the cognitive behavior or
16 activities that this therapy purports to utilize for healing. This can generate a vast disconnect
17 between emotions, cognition, and resulting behavior. This truly is creating insanity.

18 The intent of emotional guidance is to use emotions to guide cognitive behavior because
19 emotions are reflecting the consequences of cognitive behavior on the body's physiological
20 biochemistry: any disorders and chemical imbalances or neural network abnormalities are
21 due to these cognitive activities. If cognition cannot be personally manipulated with one's

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1 conscious awareness of own's own personal emotional state, then it is *cognition* that must be
 2 pharmaceutically managed, rather than emotions. What is retained in emotional guidance
 3 therapy is not a distortion but an honest and accurate emotional feedback of cognitive
 4 behavior or activities.

5

6 Of course, emotions can be sedated and artificially manipulated with chemicals or electronic
 7 implants. However, consider the analogy to using chemical pain management when setting
 8 broken bones after extreme physical abuse. Pain is a necessary consequence of physiological
 9 harm and abuse. Not knowing if one's leg is broken would have dire consequences.

10 Artificial pain management may be necessary during healing, but with these

11 pharmaceuticals, there is also a keen awareness of further physical abuse and damage

12 because of the lack of honest and accurate pain feedback. Similarly, any artificial emotional

13 management must be temporary and come with the keen awareness of continual and

14 unrealized cognitive self-abusive behavior because of the lack of honest and accurate

15 emotional feedback.

16 **9.3.3. Medication Addiction: *Inertia – a body at rest...***

17 How easy is it to come up with an excuse to not to go to the gym for some needed exercise?

18 Exercise is wonderful for the body. Likewise, emotional guidance may be encouraging a

19 change in cognitive behavior, but how easy is it to take a drink and numb the senses instead

20 of exercising a change in cognitive activity? Contrary to the interest of the pharmaceutical

1 industry, millions of people successfully self-medicate this way and manage to navigate the
2 potential pitfalls of addiction. But finding a successful prescription which acts only as a
3 temporary cognitive/emotional band aid is not in the fiscal interest of the current
4 pharmaceutical industry.

5

6 How easy is it to avoid the effort needed to question one’s own thoughts and values and to
7 rework a lifetime of so-called ‘useful’ core beliefs? A psychiatrist explains to you that,
8 “your condition is the result of an illness. You are not at fault, but you must be responsible
9 and take care of yourself and learn to manage your illness. Your responsibility is to now take
10 these medications for *your own benefit*, maybe/probably/definitely for the rest of your life.”
11 Your doctor doesn’t question their years of education, training and the millions of dollars
12 spent on researching and reinforcing the paradigms of affective disorders, diseases, and
13 illnesses. Who are you to question the seduction of pill therapy, which is only further
14 reinforced when these drugs camouflage any emotional dissonance that existed as signals
15 that you need to alter your own cognitive behavior? And to further dilute your powers of
16 emotional guidance, the pain and agony of chemical withdrawal because of biological
17 addiction and the ensuing suffering from not taking certain medications and drugs can be the
18 final blow to the freedom and empowerment emotional guidance would otherwise promise.

19

20 **9.3.4 Self-Indulgence**

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

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1

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

10

11 Merriam-Webster defines self-indulgence as: excessive or unrestrained gratification of one's
12 own appetites, desires, or whims. This definition promotes the view that a self-indulgent
13 person dives in and explains, expounds, and continues the emotional roller coaster ride by
14 allowing their emotions to drive cognitive behavior. On the contrary, it is cognitive
15 behavior which further drives and embellishes its own cognitive vortex, thus accentuating an
16 emotional feedback reverberation loop. An emotional roller coaster may be fun at a concert,
17 play, or show when it is enhancing emotional joy, but if the same uncontrolled self-
18 indulgence activates hatred, envy, anger, depression or some other emotionally negative
19 pattern of thought, it can be a disastrous ride through hell, very possibly resulting in a tragic
20 ending of death/suicide.

21

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

7 **9.3.5 Camouflage, Deception and Trickery**

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

13
14 Camouflage, deception, trickery, entrapment, and many, many other cunning devices have
15 evolved throughout the natural world and so to find these within humanity should be no
16 surprise. Who has not been given a very believable sales pitch from an apparently honest
17 and respectable person, only to be *had*? Sales and marketing have become a very powerful
18 force of human nature. Affective realism is the concept that the emotions that I feel when
19 observing an event, person, or object are also believed to be an inherent and intrinsic truth or
20 property of that event, person, or object. Sales and marketing have become masters at
21 creating the illusion of feels right for their own selfish interest and gain even to the detriment
22 of their customer. This deception of personal emotional guidance must be acknowledged,

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1 understood, and be part of emotional guidance training and development within our
2 educational institutions.

3
4 **9.3.6. Affective Realism Gone Really Wrong**

5 *A father hires a nanny for his daughter and the nanny turns out to be a sexual predator. The*
6 *daughter keeps silent and her abuse goes on for years. The father, a very successful*
7 *businessman and powerful lobbyist, rather than accepting responsibility for his inadequacy*
8 *as a father and employer becomes a self-righteous crusader for “justice.” Regardless of*
9 *how innocent or abusive the encounter, he initiates a lifelong crusade damning tens-of-*
10 *thousands of people whose sexual encounters don’t meet his standard of propriety to a*
11 *lifetime of punishment, pain, and suffering. He continues with no acceptance of the fact that*
12 *all people, including sex offenders, have the neuroplastic capacity within their brains to*
13 *change, reinterpret reality, and to recreate a beneficial new reality and quality of life for*
14 *themselves and for all those around them. (ref. documentary film *Untouchable*: David Feige,*
15 *director.)*

16
17 Affective realism falsely empowers an event, person, or object with an inherent and intrinsic
18 emotional truth or property of that event, person, or object. It is about them. It is about what
19 *they* are or what *they* have done. It is their fault and responsibility that I feel this way (good
20 or bad). And therefore, something must be done about *them* so *I* feel better.

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1 Feeling good is necessary for biological health, vigor and well-being. But there is a
2 difference in feeling better as in feeling *less bad* and feeling better as in feeling *more good*.
3 Notice the cognitive construct of the blame game vs. the guilt complex. Blame feels better
4 than guilt. It feels better to blame than to be guilty but they both feel bad. It feels better to
5 blame than to admit inadequacy. It feels better to find fault within others rather than to admit
6 one's own personal inadequacy. It is easier to condemn and punish than to forgive and heal.
7 One does not condemn a person who is physically broken and bleeding to a prison cell to
8 suffer and die, yet a mind that has been abused and broken being condemned to further
9 torture and abuse is considered *just*. This whole scenario is nauseating. The real crime is in
10 society's ignorance of not only emotional guidance training, but an understanding of the real
11 pitfalls from lack of such training and development of emotional wisdom.

12 **9.3.7 Cognitive and Emotional Entanglement**

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

16

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

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1

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

10

11 Acceptance of the absurd and ridiculous may seem impossible but the brain, with its
 12 extraordinary neuroplastic adaptive abilities, makes the many socio-diverse populations
 13 possible. Inanities to one population are acceptable and unquestionable truths to another.
 14 Closed, untarnished and free from contamination by outside realities, segregated populations
 15 are free to evolve their own myths, constructs and truths....as in the conclusion that "*I*
 16 *deserve death, simply for existing....*" rationalized below:

17

18 *"The church also taught me the story of Jesus, the son of God, whom God sent to earth as a*
 19 *defenseless human infant. Jesus spent 33 completely sinless years on this planet, only to be*
 20 *brutally murdered as a sacrifice for me, because of me. I was born with my sinful nature and*
 21 *no matter how good I try to be, how many prayers I pray or Bible study gatherings I attend, I*
 22 *am ultimately a sinner — and the wages of sin is death. According to the church, I deserve*

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1 *death, simply for existing. But the church also claims there's good news! Even though I*
2 *deserve death, Jesus' bloody crucifixion and subsequent bodily resurrection saves me from a*
3 *fiery eternal hell — all because I believe this supernatural story and earnestly accept the gift*
4 *of his grace. And because of this sacrifice, I owe him a lifetime of gratitude, worship and a*
5 *commitment to follow his commandments (even though, because of my human flesh, I will*
6 *always ultimately fail him) (Baker, 2018, Nov. 11).”*

7

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

- 10 a. Does her belief that she and others are “always an ultimate failure” contribute to a life
11 of emotional trauma?
- 12 b. Does her belief that she deserves death turn into a belief that she and others deserve
13 to be executed for lack of obedience to *His* laws?
- 14 c. Should others die because they don't express the appropriate faith as was decided
15 during the Spanish Inquisition, the Salem Witch Hunts, the Jewish Holocaust, or the
16 extermination and genocide of the Indigenous populations of the two continents of
17 the Americas?
- 18 d. Does all this belief and faith in death and deserving of death translate into a breaking
19 point where somebody goes ‘crazy’ and burns up a church or shoots up a Synagogue?
- 20 e. Or how about “just” punishment within the judicial system of the USA including
21 capital punishment, that ignores neuroplastic changes within the brain which offer
22 opportunities in rehabilitation and recidivism reduction.

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

4

5 **9.3.8 Core Beliefs: The Good, the Bad, and the Ugly** (Vincenzoni, Leone, 1966)

6 The definition of a core belief can be very complex under the epistemological view called
 7 foundationalism, or a core belief can have a simple, useful definition of – commonly
 8 accepted thoughts and ideas held without question. I have done my best to outline how a
 9 commonly accepted understanding and definition, that is the core belief, of emotions has
 10 outlived its usefulness. Any discussion of emotions can and should be thought of in their
 11 simplistic sense rather than within some complex theoretical view, reserved only for a very
 12 highly educated few. Simply, there exists something commonly called emotions that we feel,
 13 and it feels good or it feels bad. The great question is not really “how do you feel?” but
 14 “how do you want to feel?”

15 The flexibility of the mind, body, emotion, and consciousness relationship is confoundedly
 16 amazing to realize, as exemplified by the thousands if not millions of different societies
 17 around the planet over the thousands of years of human existence, each with their own
 18 unique beliefs, understandings, interpretations, and explanation of life’s realities. The core
 19 beliefs within a culture that are passed down through the generations can be very useful. The
 20 concept of reincarnation has allowed billions of individuals to find comfort within their
 21 difficult existence. But this same understanding of cause and effect surrounding life’s good

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1 and bad fortune can allow for the ignorance of possible, and very real, action available to
2 individuals within their culture for their own upliftment and for the upliftment of their fellow
3 humans.

4

5 Within another culture exists a core belief of just punishment for breaking the law. Within
6 this discussion is a very real and complex debate of what is law and what are the grounds for
7 its existence and what is just punishment and the grounds for its existence. These core
8 beliefs are useful and have demonstrated great success in many cultures, but the acceptance
9 of such beliefs have curtailed the debate of how the core belief of forgiveness can be the
10 mainstay of a successful culture. A developing new core belief and understanding of
11 neuroplasticity – the concept that the brain can rewire itself to accommodate new beliefs and
12 realities – leads to a frontier of law and justice without punishment.

13 Justification for the domination of one people over the other, for the enslavement of a people,
14 or even for the extermination of a people has somehow always found a foothold somewhere
15 within the human psyche. Even today, war wages, individuals are tortured, and children are
16 ripped away from their families in the most *advanced* civilization ever to exist. This same
17 culture justifies the deaths of the 45,000 people who die annually because of lack of health
18 care (Cecere, 2009) so the richest people in the nation can have even more wealth. As a
19 world, the people in power justify more wealth in exchange for the deaths of 10 million
20 children who die yearly from lack of health care (Associated Press, 2008).

21

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

5
 6 *Until the illusion of emotions is understood, power will always be manipulated by those who*
 7 *deem their own joy and success is dependent on taking from others or from the*
 8 *disempowerment of others.*

9 **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

10 The “reptilian” mind is a metaphor for a very fast and reflexive cognitive neural network
 11 processor (brain/mind). Reptiles have been a very successful animal species on Earth,
 12 dominating the landscape for hundreds of millions of years, whereas modern human
 13 existence can only be thought of in tens of thousands of years and our domination of the
 14 planet in terms of a few thousand years (Kaneda, 2018).

15
 16 Reptilian ethics is about an intuitive knowing with a lack of complex thought and rationale.
 17 It is reflexive and quick and where the fastest and strongest wins with a might *is* right ethical
 18 attitude. This is perfectly understandable in sports competition. And in the hierarchal
 19 structure within business and industry, quick decision making promotes inventiveness,
 20 creativity and growth. The next better idea can quickly displace an older, less
 21 profitable/functional better idea.

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1 Mammalian ethics is a metaphor for a complex, and sophisticated cognitive mind/brain
2 processor. Mammalian ethics is about thought and reason, a might *for* right attitude. It is not
3 because I have the power it is right but what is right? If I have the power of deception, what
4 is the right use of deception? If I have the power to decide, what is the right decision? Life
5 is not so simple: there is a vast array of ideas and meanings to life in which “what feels good
6 is good” is a complicated ideal that needs deliberation and thought.

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

18

19 Ideally, reptilian and mammalian brains work in concert within the varying environmental
20 demands. The great problem in our time is the reptilian control of mammalian powers.

21 Control and deceit have become more and more sophisticated. A political discourse of lies,
22 misinformation and deceit can be impossible to sort out. And the more lies there are, the less

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1 comprehensible is this discourse, which leads to reptilian politics based on an emotional
 2 effect of conflict and fear which weakens all of society. A mammalian inclusive, multi-
 3 agenda politics is based in a joyous and hopeful emotional effect, which strengthens and
 4 empowers all of society. For the good, the health, and the well-being of a society, it is now
 5 time to start teaching, training and educating the population about their own emotional
 6 guidance.

7

8

9.5 Out of Darkness: The Intentional Life

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

15

16 Compassion for one’s own family members may seem natural, but stewardship of other
 17 people and beings of the planet can and should become just as natural. What need are the
 18 deaths of great whales, magnificent sharks, or ancient turtles satisfying? A rare life on this
 19 planet should be respected, glorified, and honored, not needlessly destroyed and harvested
 20 for its resources. Individual wealth and power may not necessitate a greater stewardship of
 21 others who occupy this planet, but wealth and power should not lessen one’s respect for the
 22 other beings who occupy this planet. Modern science and technology’s greatest gift to

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1 humanity is the capacity to respect the life of this planet. Might does not make right, but it
2 does make for the capacity to contemplate what is right.

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

9
10

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10.0 Conclusion

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

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

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

10.0 Conclusion

1 in ever new, healthful and creative ways. Despair, frustration, anger, hate and depression
2 should not serve as fuel for acts of violence, war and suicide. Instead, they should serve as a
3 springboard of awareness for the need and priority to.... STOP ...to stop the downward
4 spiral into hell.

5

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

Part 4:
Essays on Emotional Wisdom

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

(rev2007-01-29)

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

13
14 What is a 'positive attitude,' or getting into 'the zone' or getting 'the momentum of a game'
15 or getting into the 'flow'? This mental game of 'attitude,' 'the zone' and 'creating
16 momentum' is about emotions. And it is these good feeling emotions that a positive attitude
17 is about. A positive attitude isn't positive unless the emotions and feeling are there. The
18 practice of positive attitude is about getting into the zone, the emotional zone, creating the
19 emotional game first, and only then is the court yours.

20
21 Each player has their own marvelous emotional system and it is not an 'all' or 'nothing'
22 proposition. Some players may pivot from that feeling of 'blowing it' to 'isn't this wild' in a
23 heartbeat; but for most it will come in steps. It may start in anger and frustration and move
24 from there. It may start even lower, in the disempowering emotions of depression and
25 despair. But from wherever a player is, it can and will move up into empowerment, in

(A) Nets on Fire: Making the Air Electric

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

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

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

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

1 every moment, guiding, and letting each individual player know which direction their mind's
2 activities are going.

3

4 Practice off the court, so when it counts, during a game, pivoting into the zone becomes
5 automatic. The emotional system is a constant, steady, and dependable coach that can guide
6 the mental game so that every game can, with effort, feel like you're in the home court.

7 Every event throughout the day is an opportunity to practice for The Big Game and to create
8 the air-electric. Developing mental discipline means developing the skills for listening and
9 then responding to your emotional system (not theirs). Listening and responding to what
10 your emotions are saying about your mental activities will get your mind back on track
11 towards that great feeling of being unbeatable. Moving the mind's activities – from anger to
12 frustration, to hope, to belief, to knowing that any game on any court belongs to you – takes
13 effort and practice. And there are hundreds of opportunities to practice every day, if you take
14 a time out and do it. Then every game in life becomes yours and any place in the world
15 becomes your home court. Then the air becomes filled with electricity and someone will
16 create a spark that sets the nets on fire.

17

18

19 Andrew Jackson

20 2007-01-29



(B) Criminal Law and Justice Lagging Psychological Advancements

(rev2018-09-14e)

1
2
3
4 Criminal law is operating within an archaic knowledge and understanding of humanness.
5 This knowledge must be updated and incorporated into any proper discussion of criminal
6 sanctions. New advances in psychology provide new understandings of the actual
7 harmful effects of incarceration presently deemed appropriate justice for a crime.

8
9 Understandings in the physiology of psychology and emotional psychology have not
10 been integrated into the fundamentals of criminal sanctions and the understanding of
11 justice. Although those who condone current practices of incarceration may defend them
12 as proper and acceptable in modern society, I will argue that, in the absence of programs
13 to reform incarcerated people, these practices (1) should be understood as cruel and (2)
14 should be understood as limiting and even prohibiting the free exercise of religion.

- 15
16 a. ARGUMENT 1: Neuroplasticity (Jackson, 2019) is a concept supported
17 by scientific discipline which indicates that the brain has the capacity to
18 rewire functional areas of itself as a result of new experiences thus
19 providing for a capacity within a being to cognitively reinterpret life
20 experience and to reform a previous self-destructive existence.

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

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

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

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

10
11 b. ARGUMENT 2: Evolved Emotional Guidance (Jackson, 2019) redefines
12 an evolved emotional neural circuitry as a neural circuitry of perception of
13 the body’s biochemical physiology precipitated by the brain’s cognitive
14 activities. This means that the neural circuitry of emotional behavior has
15 an evolved function to guide cognitive behavior and physical activity
16 towards the desirable aspects of life, such as, health and well-being.
17 Emotions have naturally evolved to lead physical and cognitive behavior
18 towards life, liberty and the pursuit of happiness.

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

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

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

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

6
7 c. CONCLUSION: Neuroplasticity and Evolved Emotional Guidance
8 redefine humanness and reconceptualize what it means to be human
9 (Benko, 2015). These new understandings within the physiology of
10 psychology must be incorporated to understand the nature of the actual
11 punishment being inflicted upon a person within current incarceration as
12 punishment practices that preclude any means of reformation.

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

21
22 Andrew Jackson
23 andrewjackson1903@gmail.com



24
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(B) *Criminal Law and Justice Lagging Psychological Advancements*

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(C)Memoir: *Hell on Earth (As Is Heaven)*

(rev2019-10-20a)

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

12
13 **The Farm:**

14 When I was born as the number two son, my father decided to follow his mentor from college,
15 Aldo Leopold, and raise his family on a farm. Aldo Leopold is a well-known conservationist
16 best known for his book, *Sand County Alamac*. Pepper, as everyone including us kids called
17 our Dad, helped build the cabin on the Wisconsin River featured in the book. So, to my grand-
18 parents chagrin, especially to my paternal grandfather who was a famous surgeon, my parents
19 brought a farm. My maternal grandmother wasn't too happy either. She was Assistant Dean
20 of Economics at the University. But to me, the farm – with Pepper's tutelage – became a place
21 of continuous revelation.

22
23 I must have been two or three when we moved on to the sixty-acre homestead with the original
24 wooden cook stove in the kitchen, a coal burning furnace in the dining room, and a two-seater
25 outhouse for plumbing. The cook stove was replaced, and a bathroom was built upstairs, but
26 the coal furnace always remained in the dining room. During the winter, Jack Frost covered
27 the inside of the upstairs windows where we slept with a thick layer of leafy frost.

28 During these early years on the farm, I was left largely to my own devices and freely roomed
29 around the farm with my older brother Steve, or as was most of the time, by myself. Animals

(C) Memoir: Hell on Earth (As is Heaven)

1 on the farm were always a source of curiosity. From the pigs we raised to Mike and Molly, the
2 family Irish Setters and later to Bart, a German Shepard, and Blackie, a Black Lab mix who
3 showed up one day as a stray. Several generations of cats came and went over the years with
4 each mother catching mice, chipmunks, and gophers to feed and to teach their kittens how to
5 hunt. And there were raccoons, deer, wood chucks and an occasional fox.

6
7 There was a connection to the weather and the four seasons that developed because how they
8 constantly affected daily life. Rain was not the sad metaphor of many a song, but meant life
9 for crops. Summer thunderstorms were exciting and winter blizzards were made for play.
10 Every spring we had hundreds of migrating geese, ducks, and even some brilliant white swans
11 stopping in our flooded fields. A neighbor once took us into the woods to show us a newborn
12 and spotted fawn in the brush – curled up motionless. Summer was the brilliant green and life
13 of growing crops. Fall was the harvest and the changing leaves foreshadowing the shortened
14 days of the coming silence of winter.

15
16 Months were not measured by a calendar, but by the seasons and the moon. Within each
17 season, one day was much the same as another. What did change from day to day, or should I
18 say from night to night, was the phase of the moon and its position in the sky. Each night the
19 moon changed its shape and would have moved a little further east against the brilliantly lit up
20 night sky amass with stars.

21
22 The indigenous people have a different and more personal relationship with the earth and sky.
23 They are Mother Earth and Father Sky. Maybe this relationship exists because they listened
24 and heard the voices of nature and knew and felt its presence. . . as I did. As I grew up and
25 became indoctrinated within the culture of a civilized society, my worlds collided – leaving me
26 imprisoned within the psychiatric wards and medicine of the advanced culture of modern man.

27 **Knock-Knock:**

(C) *Memoir: Hell on Earth (As is Heaven)*

1 His world was green, vital, and alive with tall fox tail grasses growing in the pastures and rows
2 upon rows of corn in the fields vibrating with energy. Always barefoot, he now carefully
3 climbed the wire fence that held in the farm’s Black Angus cattle. His mother wanted to name
4 him Angus, but the eventual decision was Andrew, or Andy for short. He liked those big black
5 cows and he learned that his name, Andrew Jackson, was special.

6
7 There was a special trick to climbing a fence barefoot and he had figured it out long ago. The
8 key was to put the wire just in the right spot on the ball of your foot. It also helped to pull with
9 your hands, again putting the wire in an especially thick part below the fingers. Then you
10 always climbed at a wooden fence post – not those skinny steel ones – because you had to
11 climb high enough and put both hands on top of the post. This allowed you to take all the
12 weight off your feet and swing them over the top of the fence. This was particularly important
13 if there was a strand of barb wire running along the top, which, since this fence had to keep in
14 some cattle, it did.

15
16 He was only 5 years old and the fence was very big. His efforts paid off as he was now lying
17 on his back, oblivious of the roaming cattle, on a little rounded knoll in the back-pasture gazing
18 at the white cotton clouds shifting and dancing across the bright blue summer’s sky. As the
19 clouds appeared and rolled and churned within their bright blue canvas, he called out the
20 shapes that appeared before his gaze. A dragon with his fiery breath suddenly loomed over the
21 land. And then a mighty horse appeared, just over to the left of the dragon, running to chase it
22 down. There were many characters in the sky but after a while he grew tired of this game and
23 that is when he heard a voice.

24
25 “So, what do you want us to make?” he heard the clouds ask.

26 He thought for a moment, pondering the question. “How about a teapot?” he replied thinking
27 nothing at all about being asked to alter the sky’s landscape. He then watched the clouds grow
28 here, and disappeared there, and with a twist and a churn right before his eyes, he saw a teapot.

1 “How about a crocodile?” he exclaimed.

2
3 Again, the clouds started swirling and rolling around in no observable pattern. To any
4 passerby, it was a warm summer’s day with white fluffy clouds passing by. But as Andy
5 watched, he began to see a familiar shape as a crocodile appeared. It swam across the sky with
6 its gigantic jaws seizing upon a fish.

7
8 After a while, he got up, stretched his arms and legs and walked home without a second
9 thought about his artistic friends in the sky he had been playing with. He was hungry and
10 looming ahead was a fence to climb and his feet were bare and a thistle may appear from
11 nowhere. He turned his head for one last look; in the sky above his head, a Phoenix appeared
12 with his wings spread half way across the sky.

13
14 **Who’s There?**

15 It was a dark late September night without a cloud in the sky. Pepper was on his way to do
16 some last-minute inspection of the pig pens to make sure they were secure. Pigs were very
17 talented and strong and were quite capable of engineering an escape when it was least
18 expected. The stars were brilliant and the Milky Way with its light hue looked like a giant
19 stream meandering across the landscape. Andy had decided he was going out to join Pepper on
20 his late-night chores.

21
22 The night was cool and brisk and so Andy buttoned the top button on his green, wool Army
23 Surplus jacket. World War II had just ended a little over ten years ago and Pepper used the
24 extra surplus as a means to save money. Unfortunately for Mom, or Kathryn depending on the
25 situation, these were dress jackets and she had to sew in an extra button and hole to close off
26 the neck. Unfortunate for the three boys in the family, the wool was scratchy under the chin
27 and the jackets were short and cut off at the waste. There was always a cold gap exposing the
28 skin to minus twenty-degree temperatures and blowing snow in the winter.

(C) *Memoir: Hell on Earth (As is Heaven)*

1 As they walked between the barn and the tobacco shed, now laced with pig pens – growing
2 tobacco had once been very common on these old farms – Andy stretched and looked around
3 and found the Big Dipper through the leaves of a giant maple bordering the driveway. He
4 couldn't always find the North Star, but he knew where to look. Pepper had taught all the kids
5 how to line up the last two stars of the big dipper. The North Star was behind him and so Andy
6 knew they were headed South. But that was just a mental exercise because he already knew
7 how the farm laid out to the compass headings.

8
9 “Where are you going?” Andy asked his dad while trying to keep up with his long strides.

10
11 “I thought I would go out back and check out the corn.”

12
13 It was nearing the end of corn growing season. It was important for every farmer to go out into
14 the fields and husk out an ear or two of corn to see how kind the weather was that year. A
15 good season meant a little extra food for the animals that didn't need to be bought at the local feed
16 store and a little extra change in the pocket. Andy was oblivious to the finances and never
17 became privy to them until Pepper died some fifty years later.

18
19 As they stood out beside the sow house, as the last little building was named, Pepper looked up
20 at the stars. Andy stared up with him in silence. There was something big, and huge, and
21 mysterious going on with all those stars way up there and Earth way down here floating like a
22 giant marble in space. It was a silent moment of reverence for some great unknown vastness.

23
24 “I wonder what is behind the stars?” he heard Pepper quietly speak as if he himself was in
25 some mysterious place.

26 “Behind the stars?” Andy thought to himself. “Behind the Stars?” Then it hit him like an
27 avalanche careening down the mountain. There was something behind the stars! He was
28 looking up at a wall, or a ceiling, or a floor, he didn't know what. But he could feel something
29 beyond and behind.....the stars! It was the Universe. And... the Universe was alive.

1 Camelot:

2 My parents love of nature and for each other was passed on to us kids with our many
3 picnics on the Wisconsin River and at Devil's Lake, sailing with whales in the Sea of
4 Cortez, the many skiing trips to the mountains out west, and camping and canoe trips to the
5 Boundary Waters and Quetico Canoe Areas. During my seventh-grade year, they built a
6 camper and took us and our school books for three months of exploring the western national
7 parks, two months of camping on Mexico's Pacific shore and a month of skiing at Crested
8 Butte, Colorado.

9

10 But my father's fortuitous years of abundant love, joy, and the unbridled emotions of his
11 youth were shattered with the suicidal deaths of his sisters and the brutal reality of WWII
12 training in the Tenth Mountain Division until an ulcer put a hole in his stomach. Even the
13 struggles, hardships, and unfamiliar challenges of his early years as a farmer lay cracks in
14 his self-esteem as a successful scholar and academic. These emotional chasms were passed
15 onto me by his absolute demand of obedience. The consequences of disobedience were
16 clearly demonstrated by my witness of his demonic anger while impaling a cat with a pitch
17 fork that mistakenly wandered into the basement of our farmhouse. The howls and
18 screams of that skewered cat in the violent convulsive pathos of its death haunt me to this
19 day. Beneath my father's benevolent exterior laid a dormant volcano of unresolved
20 nightmares ready to erupt with uncontrollable anger. Survival became dependent on
21 knowing not my own emotional state, but his.

22 Mania

23 I was mentally-emotionally broken. My first psychotic episode was in 1979 at the age of 25. I
24 could no longer hold my self together. I stopped.... I stopped at a stop sign. There was "evil"
25 in the car. I stripped off my clothes, got out of the car and started running naked across a corn
26 field trying to align my family and the planets to make things right and to prevent further
27 disaster. From 1979 to 1996 I was in and out of hospitals and constantly medicated. In this

(C) *Memoir: Hell on Earth (As is Heaven)*

1 time, I was hospitalized maybe 10-15 times for psychotic-manic episodes and ended up on
2 Social Security Disability.

3
4 I listened to, and tried to make work, the ideas told to me by the many therapists,
5 psychologists, and psychiatrists in my life. It was not working for me. I could not make their
6 world of mental illness, hospitals and medications my life. I was not going to be able to keep
7 myself alive in this hell much longer... I did not know what to do. This usually meant a
8 brainstorm of negative thoughts which would escalate an emotionally negative situation further
9 along the downward spiral. Like a run-away train down a mountain, there is not going to be a
10 good outcome. Or, a brainstorm of positive thoughts which would escalate a situation spiraling
11 upward out of control into manic wonderland. Like, Icarus flying too close to the sun, disaster
12 ensued.

13
14 Mania, or depression was all internally suppressed until some constraining dam broke, flooding
15 my life with an uncontrollable swirl of unfathomable realities. I had been trained not to
16 complain about aches and pains. In the cold of winter growing up on a farm, chores were to be
17 done. Emotions, like frost bit fingers, if there wasn't a medical necessity and the pain could be
18 tolerated, keep quiet and do your job. I had broken my arm, dislocated my wrist, broken my
19 collarbone twice, stepped on nails that went through my foot, as well as tolerating dozens of
20 slivers imbedded into my hands and feet. I had learned to take my frozen hands and run them
21 under lukewarm water. When the severe pain stopped, they were thawed out. Pain, physical
22 or emotional, was a part of life. You tolerated it and kept working. Disobedience was not an
23 option. That is life. My emotional pain was inconsequential and to be tolerated – or so I
24 thought.

25
26 My hospitalizations were for psychotic-mania. My depression symptoms were ignored,
27 except one time around 1988 when I was in grad school for my first Master's in Industrial
28 Management Technology from the UW-Stout, Menominee, WI. I told my psychiatrist that I
29 was having a particularly hard time in a relationship and could he give me something. A week
30 later, I "awoke" from another black out period. I was in a classroom with the teacher handing

(C) *Memoir: Hell on Earth (As is Heaven)*

1 back tests, including mine. I have no recollection of going to classes, taking this test or
2 anything else over the previous week.

3

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

11

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

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

26

27 Another time, in 1990, I “awoke” with my mother in a drug store. Somehow, I was now in
28 Madison, WI, 200 miles from UW-Stout where I had just finished my second master in Tech
29 Education. We were getting my prescriptions refilled. I carefully started probing about the

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1 circumstances. I was on my way to teach industrial management in Xianyang, China. I have
 2 no idea of how many days or even weeks had gone by. Apparently, I had “lost” about 10
 3 months of meds for my trip. We got my meds refilled and the very next day I was on my way
 4 to China.

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

13
 14 *Not until the illusion of emotions is understood will the power of emotions be revealed.*

High Desert Pilgrimage

15
 16 Call it chance, call it luck, call it what you will.... I left my job as quality manager and
 17 followed my wife, a first-generation Chinese from Rio de Janerio, to El Paso, TX where she
 18 had gotten a “better job”. Everything kept getting worse. I was ready to die when, through the
 19 power and strength of my wife, I met 3 key *healers* who reintroduced me to a long, lost
 20 stranger, my joyous self.
 21

22
 23 Sharon, my new therapist, found my descriptions of my psychotic episodes hilariously funny
 24 and she created a path for me to join her in her laughter. We both had a good laugh when I
 25 described the time, I brought the police over to my friend who was in trouble and he turned out
 26 to be a garbage can. She gave me a task, “Can you find something for yourself, today, under
 27 these miserable conditions, that will make you feel a little better, make you feel a little less
 28 pain? Can you do something for yourself today? And can you do it again the next day? And
 29 the next?” From then on, I made the time to bathe in the sun’s light while floating on the water
 30 of our apartment’s swimming pool. Drifting with my face mask and snorkel, I just stared at the

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1 flickering shadows at the bottom of the pool. She had skillfully led me away from depression’s
2 suffocating grasp and onto a path of self-empowering hope. She called it Neuro-Linguistics
3 Programing (NLP) and Centerness Therapy. She saved my life. I call it a miracle.
4

5 Another person who taught self-empowerment through joy was Esther and her inner circle of
6 friends called Abraham. They introduced me to the power of my inner guidance through
7 listening to my emotions. They spoke of *emotional guidance* as the key to my inner strength
8 and power and connection to my inner-being. As a cognitive-emotional cripple, I did use my
9 emotions to guide me to a place of respect, of honor, wealth, justice and freedom.
10

11 Then I met the “Salsa Doctor,” so called because he played in a salsa band in Ciudad Juarez.
12 Like a hamster running nowhere on a wheel in a cage, I was caught in an endless loop of being
13 drugged when on medications and going psychotic when off medications. He actually worked
14 with the idea that I could get better. As I gained more control of my psychotic mind through
15 the guidance and power of my emotions, I needed less invasive medications.
16

17 It was 1992 and I was in the high deserts of El Paso, TX, when I initiated my “Program to
18 Freedom” (in deference to Fort Bliss). I was betting my life that on a new idea that came to
19 me. For over a decade all my psychiatrists told me I had a bio-chemical “imbalance. If I was
20 depressed, manic, or psychotic and I had a chemical imbalance, then when I felt better would
21 my *chemical imbalance* be more of a *chemical in-balance*? That is, in the times when I felt a
22 little better, or actually less bad, was my biochemistry also a little better? I became my own
23 lab-rat.
24

25 Every time I had previously stopped taking my medications, I eventually went psychotic, only
26 to prove my doctors and parents right, that mental illness was a lifetime sentence and a lifetime
27 of medications. I always felt they were wrong and this time I was going to prove it. I worked
28 very hard over these next few years to change my mental-emotional state to change improve
29 my bio-chemistry.
30

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1 I started applying an idea of using my emotions to guide my behavior, especially to guide my
2 mental behavior of what I was thinking, dreaming, imagining or even contemplating. It was
3 obvious to me that my emotions correlated to my mental activities. I was betting that these
4 cognitive activities also correlated with my bio-chemistry. I began to use my emotions to
5 guide my mental activities to improve my “bio-chemical imbalances.” If a thought brought
6 about an emotionally negative response, I would make attempts to “eliminate the negative.” If
7 a thought brought about an emotionally positive response, I would make attempts to
8 “accentuate the positive.” I was becoming more confident with the success of my “Program to
9 Freedom” and its path to my recovery.

10
11 I must admit that 1995 was not a good year. A couple of manic episodes ended up in the
12 mental hospital and the last one ended up in jail with my wife asking for a divorce. I
13 understood completely and I was very sorry I couldn’t be the person she married. That person
14 was alive because of the medications he took but he was also dying because of those same
15 drugs.

16 By the end of 1995 I had again stopped taking any medications though I still depended on
17 cigarettes to ease my turbulent mind. I was rolling my own...Bugle Boy tobacco. I couldn’t
18 afford the commercial variety. I started to go a “little” manic and was spending my nights
19 walking the desert mountains around El Paso. I emptied a 2gal coffee maker daily trying to
20 keep up with my mania. Eventually I came down, though with a couple more tattoos, but I was
21 able to stay sane enough to stay out of the hospital. That was my last manic episode. I stopped
22 taking my meds, permanently. In 1996, I saw my last psychiatrist.

23
24 In May of 1996 I left El Paso, TX and returned to my roots in Madison, WI. I sold my
25 grandmother’s prized secretary desk, which I had inherited, to pay for an airline ticket home to
26 Madison, WI where I had family. I shipped what few other possessions I had. My ‘ex’ drove
27 me to the airport and I never saw her again. I was going home to start a new life. I heard years
28 later that she had died of cancer. I was really pissed at her. I had gotten her citizenship and a

1 divorce so she would no longer be constrained by my illness. Finally, she could live the life she
2 deserved. She becomes free and dies....

4 **Homeward Bound**

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

13 My first psychotic episode was in 1979. Because I always felt psychological and psychiatric
14 “science” was wrong, I was on my own. I was exploring unheard of territory, a territory
15 forbidden to me by an industry dependent on medicating mental illness and my well-meaning
16 family who would not listen to my “insanity”. After over a decade of “their insanity”, in 1992
17 I began attempts to change my bio-chemical balance by correlating my emotions with my bio-
18 chemistry. It took me four years to “regain” some semblance of mental-emotional health and
19 well-being. After four more years of “stability”, it took several more years to stop using
20 tobacco as a crutch. That was an acceptable transition for me.

21
22 It is now 2019; I am happily remarried, retired from mechanical engineering and living a good
23 life...sailing with friends in the summer, football game parties in the fall, winter skiing trips
24 with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing flips
25 and ‘helicopters’ off any little mogul) and with spring as a time of earth’s great green revival
26 from a winter of sleep reminding me of my youth on the farm.

28 **Plato’s Cave**

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

7
8 For the past fifteen years I have been working on a paper explaining my return to well-being. I
9 have written and re-written this paper 100's of times. These ideas have now evolved into a
10 psychology of their own.... Symbiotic Psychology. The book is "*Symbiotic Psychology: The*
11 *Synergy Between Mind, Body, Emotions and Consciousness*" and presents a scientific
12 argument and logic identifying where the mental health academia has gone wrong.

13
14 There is a correlative relationship between cognition, emotions, and biology, but instead of
15 emotions changing the body's biology as modern psychological theory professes, emotions are
16 a sensory awareness of the biological states/changed precipitated by cognitive activities. The
17 world that erupts with this paradigm change presents an idea of self-empowerment where
18 anyone, with diligent awareness to their own emotional guidance, can better their lives with
19 greater mental and physical health, well-being, and prosperity. And for the
20 cognitive/emotionally injured, there is a path out of hell to a life of wellness and well-being
21 free from doctors, therapists and medications. The book is laid out as a website for anyone to
22 use on <https://symbioticpsychology.com/> where the book can also be downloaded as a PDF.

23
24 Over the last year, I sent emails to over 18,000 individuals within the university academia
25 around the world explaining the flaws and dangers of current psychological emotional theory.
26 They have yet to understand; one day they will hear.

27
28 *Do not fixate on the broken and mangled hand, for it is indeed a soreness to any beholder.*
29 *The message is not within the hand, nor within the moon and stars at which it points but*
30 *lies within another Universe that surrounds us – known only through its quiet revelations*

1

2

3

4 Andrew Jackson

5 Rev2019-10-20b



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

(rev2018-11-30)

1
2
3
4 *The illusion of emotions is to believe that destructive and aberrant emotions are driving mental*
5 *activities instead of emotions being a reflection of destructive and aberrant cognitive behavior.*

6 *It is cognitive behavior that is accessible for consciousness to act upon and modify.*
7

8 The meditation discipline and training of Tibetan Monks and Lamas provide them insights
9 incomprehensible to the ordinary person. But only those who have the opportunity, time, and
10 resources to commit to their enlightening meditative methods can have access to Tibetan
11 Buddhism's vast depth of knowing. There are millions of others around this Earth who, as yet,
12 do not have the inner drive, strength, and power to obtain the knowledge and wisdom
13 associated with thousands of hours of meditation. But they can take a step closer. Humanity
14 has the internal wisdom to take another step out of their ignorance.
15

16 I wish to speak of meditation, contemplation and other cognitive acts of knowing and I wish to
17 speak of these mental activities' relationships to emotions and the body. I wish to develop and
18 extend the definition and understanding of emotions into a concept that appreciates the
19 existence of emotions. Emotions have a common definition within the mass consciousness.
20 The time has come to change this definition that has been used for millennia. Mass
21 consciousness is ready for a more accurate understanding of the relationship between mind,
22 body, and emotions.
23

24 If a meditative activity results in negative emotions, are not emotions providing insights into
25 the effectiveness, or ineffectiveness, of the meditation? Are not the emotions of peace and joy
26 the indications of a successful contemplation of knowledge? Do not emotions aid in the
27 understanding of the effectiveness, or ineffectiveness, of meditations and contemplations? If a
28 meditator experiences negative and destructive emotion, are not these emotions indications of
29 ignorance? Emotions used in a manner which provides insights are constructive because

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

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

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

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

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

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

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

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

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

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

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

23
24 Andrew Jackson

25 2018-11-28



The greatness of the human life experience emerges from the flames of individual desire arising out of hell's fiery conflicts on earth.

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

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

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



“Captain” Andrew Jackson 2nd in command, at the helm with “First Mate” Barbie Jackson in charge, at the fore on the jib, racing their E-Scow with crew Peggy and Charlie. Andrew at 66 is the youngest and Barbie at 71 is the oldest of team Avanti. (photo courtesy of Tim Stanton)

Emotions perceive the biological changes caused by cognition.

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

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

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