

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

(rev2019-12-05a)



Symbiotic Psychology

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

Dear Health Care Professional:

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

By: Andrew Jackson

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

<https://symbioticpsychology.com/>

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

Symbiotic Psychology:

The Synergy Between

Mind,

Body,

Emotions,

and Consciousness

Symbiotic Psychology

Madison, WI U.S.A.

2019-11-26c

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

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

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

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

Mary Jo and 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

Sharon 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

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

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

The 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.

OR:

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

OR:

Cognition is causal to the effect emotion.

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

.

Emotions/Feelings: Nature's Biofeedback Mechanism

1 *Emotions/feelings are felt. Emotions/feelings are the perception, by*
2 *consciousness, of a biochemical physiology actuated by an evolved*
3 *and nurtured cognitive neural circuitry. Because emotions/feelings*
4 *are perceptions of an internal state of biology precipitated by*
5 *cognition, emotions/feelings are a reflection of, and give insights into,*
6 *the nature of said cognitive behavior. Because emotions/feelings are*
7 *not causal, emotions/feelings are neither destructive nor constructive*
8 *but rather they are indicators towards the presence of very real*
9 *destructive and constructive – and causal – cognitive behaviors.*
10 *Correlations between cognition, healthy biochemical physiology, and*
11 *good feeling emotion/feelings are a result of millions of years of*
12 *evolutionary survival for the health and well-being of the individual –*
13 *as are the correlations between bad feeling emotions/feelings and an*
14 *unhealthy biology. Now the question is, how are these correlations*
15 *between cognition, biology, emotions/feelings, and consciousness*
16 *understood, nurtured, and developed within a society for an*
17 *individual's health, wealth, and general well-being through his/her*
18 *own successful decision-making and creativity?*

Table of Contents

Part 1: Letters of Introduction to Symbiotic Psychology	17
To Neuroimaging Researchers: <i>A Neuroimaging Cause/Effect</i> <i>Standard definition of Emotions?</i>	19
To Human Rights Activists: <i>Linguistics of Emotions Subverting</i> <i>Human Rights</i>	27
To Psychology/Linguistic Communities: <i>A Standard Cause/Effect</i> <i>Definition of Emotions?</i>	33
Public Health Awareness Announcement: <i>Psychological and Psychiatric</i> <i>Emotional Theory Can Be Harmful to Your Health, Prosperity,</i> <i>and Well-Being</i>	43
Dear Researcher: <i>Emotions: The Linguistics of Science and Shakespeare</i>	65
Dear Health Care Professional: <i>Redefining Therapeutic Success</i>	71
Dear Patient: <i>Be Your Own Superhero</i>	79
Dear Board of Education: <i>Empowering ALL Students</i>	83
Dear Student: <i>For Entertainment Purposes Only</i>	91
Dear Athlete: <i>Unleash Your Evolutionary-Self of Power and Strength</i>	107
Dear Friend: <i>Justice Founded Upon Falsehood Is Itself False and Unjust</i>	115
Dear Prisoner (of War): <i>Escape from Alcatraz</i>	119
Part 2: The Theory of Symbiotic Psychology	123
<i>Emotions/Feelings: Nature’s Biofeedback Mechanism</i>	125
1.0 Symbiotic Psychology	127
1.1 Introduction to Symbiotic Psychology	129
1.2 Cognition, Emotions, Physiology and Neurology	130
1.3 The Five Postulates of Symbiotic Psychology	131
1.3.1 Emotions Are the Perception of Biochemical physiology	131
1.3.2 Emotions Have an Evolved Correlation with Cognition	132
1.3.3 Biologically, “What Feels Good is Good”.....	132

1.3.4	Individuals Have an Amazing Capacity to Change and Adapt	132
1.3.5	Intention Calibrates Emotional Guidance.....	132
1.4	Author’s Note	134
2.0	Emotions as an Evolved Biological System	137
2.1	The Mind/Body/Emotion Correlation: Evolution’s Impact	137
2.2	Cognitive Imagination and Evolution	139
2.3	Conclusion	140
3.0	Depression: Mental Illness or Mental Injury	143
3.1	Cure an Illness; Rehabilitate and Injury	143
3.2	Responding to a Neurological Emotional Guidance Network.....	144
3.3	Conclusion	145
4.0	Cognitive/Emotional Rehabilitation	147
4.1	Emotional Guidance	148
4.2	Defining Mental Health and Well-Being.....	149
	Part 3: The Practice of Symbiotic Psychology	151
5.0	Psychological Therapy.....	153
6.0	Pharmaceutical Therapy	157
6.1	Psychiatric Medications Designed for Healing?.....	158
6.2	Masking Neurological Processes	159
6.3	New Opportunities in Medicine.....	160
7.0	Cognitive-Emotional Wisdom	161
7.1	Development of Cognitive-Emotional Wisdom	162
7.2	Trauma and Addiction Corrupting the Cognitive-Emotional Relationship	164
7.3	Cognitive-Emotional Wisdom in Education.....	166
7.4	Criminal Justice Reform: The Unalienable Rights	169
7.5	Reframing Antisocial Personality Disorder	171
7.6	Military Personnel Decommissioning	172
7.7	The Wisdom of a Champion: Let Joy Reign	173

7.8 Emotions in the 21 st Century	177
8.0 Cognitive-Emotional Therapy	181
8.1 Motivation to Feel Better	182
8.2 Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness Training	183
8.2.1 Focusing on That Which Is Wanted	184
8.2.2 Reframing and Appreciating.....	185
8.2.3 Touchstones	186
8.2.4 Acts of Kindness	186
8.2.5 Distractions	187
8.2.6 Meditation.....	187
8.2.7 Sports	188
8.2.8 Music and the Arts.....	188
8.2.9 Creative Writing and Writing Memoirs.....	189
8.2.10 Stop Going There.....	189
8.2.11 Having Compassion for Self	190
8.2.12 Using Religious Ideals.....	190
8.3 Cognitive-Emotional Wisdom in Therapy.....	191
9.0 Emotional Guidance – The Dark Side	195
9.1 The Grand Illusion Feeding the Dark Side of Emotions	195
9.2 The Emotional Guidance of “What Feels Good is Good”	196
9.3 Emotional Guidance Gone Wrong.....	197
9.3.1 Aberrant and Destructive Emotions.....	197
9.3.2 Emotional versus Cognitive Disorder Management.....	198
9.3.3 Medication Addiction: Inertia – a body at rest	199
9.3.4 Self-Indulgence.....	200
9.3.5 Camouflage, Deception and Trickery	201
9.3.6 Affective Realism Gone Really Wrong.....	201
9.3.7 Cognitive and Emotional Entanglement.....	202
9.3.8 Core Beliefs: The Good, the Bad, and the Ugly (ref. 9-5).....	204

9.4 Reptilian and Mammalian Cognitive Processors (Mind/Brain)	206
9.5 Out of Darkness: The Intentional Life.....	207
10.0 Conclusion	211
Part 4: Essays on Emotional Wisdom	213
A. Nets on Fire: Making the Air Electri15c	215
B. Criminal Law and Justice Lagging Psychological Advancements	219
C. Memoir: Hell on Earth (As Is Heaven).....	223
D. A Cognitive Reconstruction Between Emotions and Meditation.....	237

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

Part 1:
Letters of Introduction to Symbiotic Psychology

To Neuroimaging Researchers: *A Neuroimaging Cause/Effect Standard Definition of Emotions?*..... 19

To Human Rights Activists: *Linguistics of Emotions Subverting Human Rights* 27

To Psychology/Linguistic Communities: *A Standard Cause/Effect Definition of Emotions?*..... 33

Public Health Awareness Announcement: *Psychological and Psychiatric Emotional Theory Can Be Hazardous to Your Health, Prosperity, and Well-Being*..... 43

Dear Researcher: *Emotions: The Linguistics of Science and Shakespeare* 65

Dear Health Care Professional: *Redefining Therapeutic Success* 71

Dear Patient: *Be Your Own Superhero* 79

Dear Board of Education: *Empowering ALL Students to Succeed* 83

Dear Student: *For Entertainment Purposes Only* 91

Dear Athlete: *Unleash Your Evolutionary-Self of Power and Strength*..... 107

Dear Friend: *Justice Founded Upon Falsehood Is Itself False and Unjust*..... 115

Dear Prisoner (of War): *Escape from Alcatraz* 119

1 **To:** Neuroimaging Researchers

2

3 **Note:**

4 I have been working very hard to make this email communicate an idea that I have been
5 working on for over thirty years. My life and education as an industrial arts teacher,
6 quality manager, and mechanical engineer and not a PhD psychologist may be a
7 hindrance to a "proper" psychological configuration of my ideas and concepts, but my
8 life experiences have given me a unique "outside the box" perspective that I have found
9 nowhere else.

10

11 **Subjects:**

- 12 1. Can neuroimaging establish the cause/effect relationships between cognition, biology,
13 emotions/feelings, and conscious awareness?
14
- 15 2. By establishing cause/effect relationships, can emotional terminology be standardized
16 among psychological and linguistic academia?
17
- 18 3. What is the evolutionary significance of a conscious awareness of feeling good
19 emotions/feelings or feeling bad emotions/feelings?
20
- 21 4. What is the significant difference between emotions and feelings when both are an
22 awareness of biological states/changes neuro-linguistically combined with an associative
23 cognitive awareness?
24
- 25 5. Is the nature of neuro-linguistic programming in defining the cognitive construct of
26 emotions and its terminology so engrained from birth that science is automatically and
27 without question accepting a linguistic construct of emotions that originated over 3000
28 years ago as exhibited in Homer's *Iliad*?

Standardize the definition of “emotion” within its cause/effect relationships

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

5 **Date:** 2019-11-26
6

7 Dear Professors,
8

9 I am seriously thinking of returning to school with “standardizing the multiple cognitive,
10 biological, emotional/feeling, consciousness paradigms and their terminology within
11 academia through neuroimaging cause/effect analysis” as central to my dissertation. But is it
12 even possible to resonate with others’ and their life-long linguistic beliefs of emotions that
13 became engrained from birth? These basic beliefs are nurtured and developed into an
14 integral hard-wired neuro-linguistic paradigm of emotions that is needed throughout their
15 educational and literary development to comprehend more complicated emotional plots and
16 schemes. This paradigm of emotions is even further reinforced within their eventual
17 academic careers. This cultural nurturing process began over 3000 years ago as exemplified
18 by the writing and comprehension of Homer’s *Iliad*. Within all this neuro-linguistic
19 programming the evolutionary significance of emotionally feeling good or bad has been
20 completely subverted.
21

22 Professor Antonio Damasio sets up my issue with the modern psychological theory of
23 emotions at the very start of his book, *The Feeling of What Happens: Body and Emotion in*
24 *the Making of Consciousness* (1999. New York, NY: A Harvest Book Harcourt, Inc).:
25

26 “So, here is the situation. I could understand reasonably well how different emotions
27 were induced in the brain and played out in the theater of the body. I could also
28 envision how both the induction of emotions and the consequent bodily changes that
29 largely constitute emotions an emotional state were signaled in several brain structures
30 appropriate to map such changes, thus constituting the substrate for feeling an

A Neuroimaging Cause/Effect Standard Definition of Emotions?

1 emotion. But, for the life of me, I could not understand how that brain substrate of
2 feeling could become *known* to the organism having the emotion.”

3
4 I apologize if I have mis-understood his thesis. I will paraphrase:

5
6 He has 1st) “emotions induced in the brain”, 2nd) “consequent bodily changes” and 3rd)
7 “feeling could become *known* to the organism having the emotion.” He has defined
8 emotions as causal to the biological changes that a person then feels as emotions. This
9 suggests to me that emotions are both cause and effect.

10
11 This is a problem. A person cannot have an emotional reaction to a snake unless there
12 first are the cognitive activities of perceiving a snake, understanding that it is a snake,
13 and the realization that the snake can be harmful. Only after these cognitive activities
14 actuate an emotional neurology can there be biological changes. Actuating an
15 emotional neurology is not an emotion until these biological states are perceived,
16 understood, and realized as an emotion. I realize that a snake can also be causal to a
17 reflexive action, but even here, the reflexive action cannot occur until there is first the
18 cognitive perception – or cognitive imagination – of the snake.

19
20 Within the *Handbook of Emotion Regulation* (Gross J., 2014) discussion of the sequence of
21 “situation – attention – appraisal – response,” suggests that *situation, attention, and*
22 *appraisal* are causal to the effect *response*. But what are the cause/effect relationships within
23 this emotional *response*, that is, between the “experiential, behavioral, and neurobiological
24 response systems?” Professor Gross’ views about cause and effect are unclear.

25
26 The same lack of clarity arises within the all-encompassing cause/effect order within the
27 “environment” of “thoughts, physical reactions, moods, and behaviors” of *Mind over Mood*
28 (Greenberger, D., Padesky, C., 2016). This lack of a distinct cause/effect order lies in part,
29 or maybe because of, the commonly accepted cause/effect relationship as illustrated in

A Neuroimaging Cause/Effect Standard Definition of Emotions?

1 Cognitive Behavior Therapy: Basics and Beyond (Beck, J., 2011) where emotion is
2 characterized as causal to the effect physiological response.

3 Is it possible the terminology of emotions, like happiness, sadness, fear is but a neuro-
4 linguistic cognitive construct that combines the (1) awareness and perception of a
5 specific set of biological changes with the (2) awareness and perception of a specific set
6 of cognitive activities? And therefore, emotions such as happiness and fear are but an
7 illusionary placeholder, an imaginary variable implying causality to biological change.
8 Whereas the real cause of biological states/changes are the cognitive activities of
9 perception, recognition, conceiving – which includes imagination and inspiration – and
10 reasoning? (Note: cognition is as defined in Encyclopedia Britannica, Cognition:
11 thought process.)
12

13 I believe I understand Professor Damasio’s use and need for “emotional induction”. But why
14 even have “emotions induced in the brain” to initiate bodily changes? I prefer manipulating
15 a more common terminology such that (1st) the neural circuitry of cognitive activities (2nd)
16 activate an “emotional neural network” that (3rd) initiates biological changes. Then, more in
17 keeping with common linguistic programming, these bodily changes can be (4th) perceived
18 by consciousness as emotions and feelings.
19

20 That is, a person feels, perceives, or is aware of emotions and feelings such that:
21

22 1) Emotions and feelings are the perception by consciousness of biological states and
23 changes within the body/brain’s biology precipitated by cognitive activities through
24 an “emotional neural circuitry”.
25

26 2) Or, simply, cognition changes the biology that consciousness then perceives as
27 emotions/feelings.
28

29 Academic’s acceptance of the paradigm that “emotions” are causal to bodily changes is a
30 major concern of mine and is the basis for some very problematic psychological and

A Neuroimaging Cause/Effect Standard Definition of Emotions?

1 psychiatric therapy because “emotions” can be deemed aberrant, destructive, and out of
2 control and causal to destructive and aberrant behaviors. And therefore, “emotions” must be
3 controlled, managed, and regulated.... with pharmaceuticals if need be. This would
4 harmonize with Professor Damasio’s terminology that “emotions induced in the brain initiate
5 biological changes”. But...if what initiates biological change can be more clearly
6 understood as cognitive activities activating an “emotional neurology” that initiates
7 biological changes that consciousness then perceives as emotions, it is cognition that needs to
8 be controlled, managed, and regulated. And by having cognition causal to biological
9 changes, the success of cognitive behavior therapies (CBT) comes into a new light.
10 And, the evolution of emotions can be understood as a necessary component of successful
11 behavior and decision making.

12

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

18

19 If good feeling emotions correlated with an unhealthy activity – such as not eating – the
20 body, if the feelings were followed, would die. Conversely, if bad feeling emotions
21 correlated with a healthy activity – such as breathing – the body, if the feelings were
22 followed, would not survive. These scenarios are unreasonably extreme but this logic can be
23 applied to any of numerous more sensible psychological scenarios. Therefore, for the body to
24 survive the evolutionary process, good feeling emotions must correlate with healthy
25 biological activity and bad feeling emotions must correlate with unhealthy biological
26 activity.

27

28 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
29 activities of imagination on how to obtain or create food and shelter were to emotionally feel

A Neuroimaging Cause/Effect Standard Definition of Emotions?

1 painful and miserable, would such creative thought necessary for survival continue?

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

4
5 From an individual biological perspective, if it feels good, it is good. An individual must
6 learn how to reframe emotionally negative cognitive activity into “appropriate” emotional
7 positive cognitive activity. Individuals must learn how to effectively use emotions to guide
8 cognitive activity. From a societal perspective, it behooves the culture/society to teach
9 individuals how their decisions towards their own health, prosperity, and well-being are
10 intertwined with society’s health, prosperity, and well-being.

11
12 Within humanity’s current neuro-linguistically programmed paradigm of emotions, emotions
13 must be controlled, managed, and regulated because destructive emotions drive aggression.

14 In my book, *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and*
15 *Consciousness*, I develop a different paradigm where emotions and their attribute of feeling
16 good or feeling bad have an evolved symbiotic relationship with the mind and body and
17 emotions are used to guide one’s conscious choice of cognitive behaviors to promote health,
18 prosperity, and well-being for the benefit of the individual as well as for his/her society and
19 culture at large. (The latest revision of my book is freely available as a PDF download on:
20 <https://symbioticpsychology.com/> or <https://emotional-evolution.com/> .)

21
22 The significance of this distinction between an adversary relationship with destructive
23 emotions that must be controlled versus a symbiotic, synergistic relationship of emotional
24 guidance is profound. Within the current linguistic usage of the word emotion and its more
25 precise negative variants such as fear, anger, and hate, the human mind is continually being
26 linguistically reprogrammed to shut off a biological feedback mechanism that, internally,
27 protects the body and, externally, protects the culture and society one inhabits by promoting
28 positive behavior. That is, for the survival and health of the individual, emotionally negative
29 and destructive cognitive behaviors must be reframed into emotionally positive and

A Neuroimaging Cause/Effect Standard Definition of Emotions?

1 constructive behaviors. This reconstituted negative, abusive, and adverse behavior into
 2 healthy and constructive behavior will then extend culturally outward and reshape society.

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

8

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

11

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

21

22 Passionately,

23

24 Andrew Jackson

25 M.S. Technology Education

26 M.S. Management Technology



1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

Emotions/Feelings: Nature’s Biofeedback Mechanism

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

1 **To:** Human Rights Activists

2
3 **Subject:** Linguistics of Emotions Subverting Human Rights

4
5 **Date:** 2019-11-13

6
7 **Discussion:**

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

12
13 My grievance revolves around the neurolinguistic understandings of the word “emotion”
14 as misused within the world wide scientific and academic communities of psychology
15 and psychiatry and ultimately in law and the courts. This human rights subversion is not
16 easily communicated because “everyone” has been neuro-linguistically programed from
17 birth with the common emotional paradigm that destructive emotions such as anger, fear,
18 revenge, and hate are a driving force behind human behavior. This linguistic paradigm is
19 only further engrained as a person continues their education into more advanced and
20 complicated literary understandings. But the meaning and understanding of emotions as
21 used in science, literature, and law is incorrect and the consequences of this misuse are
22 devastating to individuals and their cultures.

23
24 Emotions such as fear, anger, hate, and revenge are commonly conceived as being
25 aberrant and destructive. This injurious nature of emotions was outlined 3000 years ago
26 by Homer in the Iliad. This is an erroneous understanding of how emotions have
27 evolved for the health, well-being, and prosperity of an individual. The implications of
28 destructive and aberrant emotions are that emotions are causal to an effect – that
29 destructive emotions are the driving

1 force behind the atrocities you yourself have witnessed and litigated against in the courts.

2 They are not; emotions are not causal.

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

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

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

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

1 body to survive the evolutionary process, good feeling emotions must correlate with
2 healthy
3 biological activity and bad feeling emotions must correlate with unhealthy biological
4 activity.

5 The same logic goes for cognitive activity. If a person is cold and hungry and cognitive
6 activities on how to obtain or create food and shelter were to emotionally feel painful and
7 miserable, would such creative thought necessary for survival continue?
8

9 From a biological perspective, if it feels good, it is good. Therefore, cognitive activity –
10 for societal and cultural ethical advancement – must learn how to reframe emotionally
11 negative cognitive activity into “appropriate” emotional positive cognitive activity. We
12 as individuals in a society must learn how to effectively use emotions to guide cognitive
13 activity.
14

15 Within humanity’s current neuro-linguistically programed paradigm of emotions,
16 emotions must be controlled, managed, and regulated because destructive emotions drive
17 aggression. Within this new paradigm, emotions have developed a symbiotic relationship
18 with the mind and body to promote health, prosperity, and well-being.
19

20 The significance of this distinction is profound. Within the current linguistic usage of the
21 word emotion and its more precise negative variants such as fear, anger, and hate, the
22 human mind is continually being linguistically reprogramed to shut off a biological
23 feedback mechanism that, internally, protects the body and, externally, protects the
24 culture and society one inhabits by promoting positive behavior. That is, for the survival
25 and health of the individual, emotionally negative and destructive cognitive behaviors
26 must be reframed into emotionally positive and constructive behaviors. This reconstituted
27 negative, abusive, and adverse behavior into healthy and constructive behavior will then
28 extend culturally outward and reshape society.
29

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

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

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

27
28 Continual misuse and erroneous international translations of the emotional paradigm
29 itself is a causal factor towards the abusive and criminal behaviors against human rights.
30 By the continual translation, use, and lack of recognition of a dysfunctional emotional

Emotional Linguistics Subverting Human Rights

1 paradigm, people are being denied an awareness towards their natural emotional heritage
 2 and ability to transcend aggression, terrorist propaganda, and political mis-information.
 3 The mis-use of the emotional paradigm continues to support abusive behaviors against
 4 human rights.

5
 6 **Summary:**

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

17
 18 For the last fifteen years I have been writing to the academic world about their erroneous
 19 use and mis-understanding of the word “emotion” and the implications of this misuse. I
 20 have attached my two most recent email campaign letters to over 18,000 academics in
 21 psychology, psychiatry, and linguistics around the world. I have also attached my book,
 22 *Symbiotic Psychology: The Synergy Between Mind, Emotions, Body, and*
 23 *Consciousness*, which I have made freely available at my websites,
 24 <https://symbioticpsychology.com/> and <https://emotional-evolution.com/>.

25
 26 What do you think? What does your class think? You are welcome to share my email to
 27 your class that they may respond. Will continual misuse of a word further the atrocities
 28 and abusive behavior by aggressors, despots, and terrorists around the world who thrive
 29 on the emotion’s current erroneous cause/effect dichotomy? Do words matter?

1

2 Sincerely,

3

4 Andrew Jackson

5 M.S. Technology Education

6 M.S. Management Technology



1 **To:**

2 Psychology/Linguistic Communities

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

5
6 **Subject:**

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

10
11 **Research Feedback:**

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

15
16 **Unsubscribe:**

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

18
19 **Date:** rev2019-11-09a

20
21 **Analogy:**

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

1 **Abstract:**

2 1) Current use of the word “emotion” as used in science and literature lacks a clear
3 cause/effect relationship between the cognitive activities, biological responses,
4 emotions, and consciousness awarenesses and even imply a meaning where
5 emotions are both cause and effect. There are efforts to remedy this conflict. (Beck,
6 J., 2011), (Greenberger, D., Padesky, C., 2016).

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

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

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

25
26 3) I propose the following definition:

27 a. Emotions are the perception of a biological state/changes precipitated by
28 cognitive activities.

A Standard Cause/Effect Definition of Emotions?

- 1 b. In other words: cognitive activities precipitate brain/body biological
2 states/changes that consciousness then perceives as emotions.
3
- 4 c. These definitions can be further advanced to include the variety of
5 neurological networks and bio-chemistry involved within the development of
6 an emotional feeling perceived by consciousness.
7
- 8 d. Therefore: since cognition is causal to the effect emotion awareness, it is
9 cognition, not emotions, that can be destructive and aberrant and in need of
10 cognitive control, management, and regulation.

11 **Discussion:**

12 The current emotional paradigm – and the words used to discuss emotions (such as
13 emotions, feelings, and more precisely, fear, anger, and joy) – neuro-linguistically combine
14 the (a) conscious awareness of cognitive activities that precipitate biological changes/states
15 and (b) consciousness's awareness of these biological changes/states. I would like to take
16 the current concept of an emotion and divide it into its parts as a procession of events:
17

18

19 1st) Cognitive Awareness

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

27 2nd) Biological Changes

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

A Standard Cause/Effect Definition of Emotions?

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

21

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

30

A Standard Cause/Effect Definition of Emotions?

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

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

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

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

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

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

A Standard Cause/Effect Definition of Emotions?

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

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

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

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

A Standard Cause/Effect Definition of Emotions?

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

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

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

22
23 **Wrap-Up:**

24 The book I have written for the common health, well-being, and prosperity of all
25 individuals extends my paradigm of emotions into a psychology where emotions have a
26 synergistic relationship with the mind and body that consciousness can use towards its own
27 enrichment. By dissecting the emotional process into its elements, emotions can become a
28 very useful tool. This book is called *Symbiotic Psychology: The Synergy Between Mind,*

A Standard Cause/Effect Definition of Emotions?

1 *Body, Emotions, and Consciousness*. Updated versions can be freely downloaded on
2 <https://symbioticpsychology.com/>.

3

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

10 Passionately,

11

12 Andrew Jackson

13 symbioticpsychology.com

14 emotional-evolution.com

15

16

17



18

Emotions/Feelings: Nature's Biofeedback Mechanism

19

20 *Emotions/feelings are felt. Emotions/feelings are the perception, by consciousness, of a*
21 *biochemical physiology actuated by an evolved and nurtured cognitive neural*
22 *circuitry. Because emotions/feelings are perceptions of an internal state of biology*
23 *precipitated by cognition, emotions/feelings are a reflection of, and give insights into, the*
24 *nature of said cognitive behavior. Because emotions/feelings are not causal,*
25 *emotions/feelings are neither destructive nor constructive but rather they are indicators*
26 *towards the presence of very real destructive and constructive – and causal – cognitive*
27 *behaviors. Correlations between cognition, healthy biochemical physiology, and good*
28 *feeling emotion/feelings are a result of millions of years of evolutionary survival for the*
29 *health and well-being of the individual – as are the correlations between bad feeling*

A Standard Cause/Effect Definition of Emotions?

1 *emotions/feelings and an unhealthy biology. Now the question is, how are these correlations*
 2 *between cognition, biology, emotions/feelings, and consciousness understood, nurtured, and*
 3 *developed within a society for an individual's health, wealth, and general well-being through*
 4 *his/her own successful decision-making and creativity?*

5
6
7
8 **Background Reading:**

9 Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: The
 10 Guilford Press

11 Coffey, J. K., (2019, Oct, 16) *Happier babies have an edge*. Scientific America.
 12 Retrieved from [https://blogs.scientificamerican.com/observations/happier-babies-](https://blogs.scientificamerican.com/observations/happier-babies-have-an-edge/)
 13 [have-an-edge/](https://blogs.scientificamerican.com/observations/happier-babies-have-an-edge/)

14 Davidson, R. J., Begley, S. (2012). *The emotional life of your brain*. New York, NY:
 15 Hudson Street Press

16 Dubuc, B. *The brain*. Retrieved from
 17 http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html

18 Ekman, P, Davidson, R.J. (1994) *The nature of emotions: Fundamental questions*. New
 19 York: Oxford University Press

20 Encyclopedia Britannica. *Cognition: thought process*. Retrieved from
 21 <https://www.britannica.com/topic/cognition-thought-process>

22 Goleman, D. (2003) *Destructive emotions: How can we overcome them*. New York, NY:
 23 Bantam Dell

24 Goleman, D., Davidson, R. (2017) *Altered traits*. New York, NY: Penguin Random
 25 House LLC.

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

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

A Standard Cause/Effect Definition of Emotions?

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

Public Health Awareness Announcement:

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

Subjects:

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

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

Date:

2019-10-28

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

Since I began voicing my concerns over psychological and pharmaceutical therapeutic methodologies erroneously based on a 3000-year-old neuro-linguistic causal paradigm of emotions as laid out by Homer in the Iliad, over a million (MILLION) Americans have committed suicide, millions of other Americans 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....

Emotions are an awareness of biological conditions precipitated by cognitive activities, and therefore emotions cannot be aberrant nor destructive and in need of 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 background 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*.

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.

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

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

4
 5 **B.** Current therapies are based upon the erroneous premise that emotions change
 6 biology and that therefore leads to the following erroneous conclusions:

7 **i.** dangerous emotions exist.

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

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

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

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

19 **i.** Instead, emotions are prone to be covered-up, ignored, and disregarded.

20 After all, how can aberrant and dangerous emotions be trusted?

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

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

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

1 **E.** If irregular cognitive behaviors are left unaddressed without proper psychological
2 counseling and therapy because emotional reflections of aberrant mental and physical
3 behaviors are ignored or camouflaged with pharmaceuticals, cognition may fester
4 unabated and create a myopic vortex of circular mental and physical behaviors. This
5 psychosis can break out with disastrous consequences to the patient and to others,
6 who may become characters in a manically-conceived tragedy played out in real life.

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

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

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

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

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

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

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

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

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

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

11
12 **I.** Negative feeling emotions' role in poverty, or lack of prosperity and success, is
13 erroneously ignored.

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

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

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

1 emotionally positive feelings. The healthy, wealthy, and wise have realized,
2 consciously or unconsciously, this cognitive capacity to move out of their
3 impoverished and emotionally negative mind. The rest of the world has not.
4

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

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

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

12 **iii.** Cancer is a leading cause of death worldwide, accounting for an estimated
13 9.6 million deaths in 2018. The most common cancers are: lung (2.09 million
14 cases) and breast (2.09 million cases). (WHO, Cancer key facts) None of the
15 correlated risk factors include the presence of negative emotions which is a
16 direct indicator of a biological weakness and vulnerability.
17

18 **L.** Physical health assessment, examination, and therapy does not include a risk
19 assessment due to current and long-term emotional states/changes. Any attempt to
20 understand and affect the internal human environment must be taken with an
21 understanding of the changing biochemical conditions of that environment as
22 indicated by an evolved emotional neurocircuitry of the human body/brain.
23

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

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

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

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

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

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 biochemical physiology. Emotions, instead of being regulated
19 by cognitive behavior, are used to guide cognitive behavior for the health, well-being,
20 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

1 Current Erroneous Emotional Paradigm:

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

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

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

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

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

1

2 **Analogy:**

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

11 **Current literary education:**

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

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

25

26 Is it now possible to introduce a different linguistic paradigm of emotions without it
27 immediately being rejected because conceptually it runs counter to our neuro-

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

1 linguistic paradigms that have shaped our core beliefs and understandings of
2 emotions since birth?

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

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

10
11 **Symbiotic mind, body, emotions, consciousness synergistic paradigm:**

- 12 1) Emotions cannot be destructive, nor constructive, in themselves because
13 emotions are consciousness's awareness of a biochemical physiology
14 precipitated by destructive, or constructive, *cognitive* activities.
- 15 2) Negative feeling emotions are indications that abusive and damaging
16 *cognitive behavior* is creating unhealthy and destructive biochemical
17 conditions.
- 18 3) A person cannot be "emotionally out of control"; that is a misnomer.
19 a. Since emotions are the awareness of biological states/changes
20 precipitated by cognitive activities, instead of a person being
21 emotionally out of control, they are cognitively out of control.
- 22 4) Emotions are what a person feels.
- 23 5) Cognition is about what a person thinks.
- 24 6) Emotions either feel good or feel bad.
- 25 7) Cognition deals with the processes of knowing, namely, perception,
26 recognition, conceiving – which includes imagination and inspiration – and
27 reasoning (Encyclopedia Britannica, *Cognition: thought process*).
- 28 8) Emotions are the perception of biological states/changes precipitated by
29 cognitive activities.

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

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

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

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

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

6 29) The ability to reconstruct emotionally negative cognitive activities and
7 awareness to emotionally positive cognitive activities and awareness can be
8 nurtured, learned, and developed.

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

14 31) The best “cure for cancer” may just be a cognitive awareness and response
15 to one’s own constructive emotional guidance, i.e., “the best defense is a
16 good offence”.

17 32) “Happy” people – those without the continuous burden of emotionally
18 negative cognitive activities – are healthier, more prosperous, and more
19 successful in life. (Lyubomirsky, King, Diener, 2005)

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

23 34) Cognitive activities can change.

24
25 **Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness**
26 **Training:**

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

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

1
2
3
4
5
6
7
8
9

10
11
12
13
14
15
16

17
18
19
20
21
22
23
24
25
26
27
28

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

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

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

Section 8.2: Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness Training (Your Superhero Toolkit) of the *Symbiotic Psychology* text

1 presents a roadmap guide for understanding wellness training and how a wellness
2 training program can be integrated into education (Jackson, 2019)

3
4 **Summary:**

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

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

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

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

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

1 the perception of the same biological change. That is, emotions are both cause and
2 effect. Is this scientifically sound logic? Or is this logic quietly being ignored
3 because of the proven success of evidenced-based practices of modern psychology
4 and psychiatry?

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

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

27
28 Emotions provide meaningful and necessary insight into a person’s cognitive
29 activities and their resulting constructive or destructive biological and physical
30 activities. Both the therapist and the patient can use emotions to guide personal,

1 psychological, and psychiatric activities. That which feels good is good
2 (biologically), that which feels bad is bad (biologically). Intellect's role, rather than
3 to define and regulate aberrant and destructive emotions, should be found in its
4 creative capacity to define *cognitively* that which is wanted and desired and which
5 feels good, while in keeping with personal and, to some extent, parental, societal and
6 religious ethical codes of behavior.

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

14
15 Emotions have evolved to be part of a synergistic whole where cognition,
16 biochemical physiology, emotions, and consciousness work cooperatively in a
17 symbiotic nature for the health and well-being of the individual.

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

22
23 Passionately,



24
25
26 Andrew Jackson

27 Symbiotic Psychology

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

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

8

9 **References:**

- 10 American Foundation for Suicide Prevention. *Suicide Statistics*. Retrieved from
 11 <https://afsp.org/about-suicide/suicide-statistics/>
- 12 Begley, S. (2013). *Rewiring Your Emotions*. Retrieved From
 13 <https://www.mindful.org/rewiring-your-emotion>
- 14 Doidge, N. (2015). *Brain's Way of Healing: Remarkable Discoveries and Recoveries*
 15 *from the Frontiers of Neuroplasticity*. New York, NY: Viking
- 16 Encyclopedia Britannica. *Cognition: Thought Process*. Retrieved from
 17 <https://www.britannica.com/topic/cognition-thought-process>
- 18 Gross, J. (2014). *Handbook of emotion regulation*. New York, NY: The Guilford Press
- 19 Jackson, A., (2019). *Symbiotic psychology: the synergy between mind, body, emotions,*
 20 *and consciousness*, Retrieved From <https://symbioticpsychology.com/>
- 21 JFK Library, *The federal government takes on physical fitness*. Retrieved from
 22 <https://www.jfklibrary.org/learn/about-jfk/jfk-in-history/physical-fitness>
- 23 Katz, D. A., Sprang G., Cooke, C., (2012, Sept). The cost of chronic stress in childhood:
 24 Understanding and applying the concept of allostatic load. *Psychodyn Psychiatry*
 25 40(2): 469-480. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/23002705>
- 26 Laurent, G., Fournier, J., Hemberger, M., Muller, C., Naumann, R., Ondracek, J.M.,
 27 Pammer, L., Reiter, S., Shein-Idelson, M., Tosches, M.A., Yamawki, T. (2016)
 28 *Cortical Evolution: Introduction to the Reptilian Cortex*. Retrieved from
 29 <https://pdfs.semanticscholar.org/b6c3/9d6317fc42482c004397726b5730b2b78e08>
 30 [.pdf](https://pdfs.semanticscholar.org/b6c3/9d6317fc42482c004397726b5730b2b78e08)

- 1 Lyubomirsky, S., King, L., Diener, E. (2005). *The benefits of frequent positive affect:*
2 *Does happiness lead to success?* Psychology Bulletin, Vol131, No 6, 803-855.
- 3 Maletic, M., Raison, R., (2017) *The new mind-body science of depression*. New York,
4 NY: W.W. Norton & Company
- 5 Moutier, B. (2018) *Debunking the Myth of Violence and Mental Illness*. Retrieved from
6 <https://afsp.org/debunking-the-myth-of-violence-and-mental-illness/>
- 7 Naumann, R.K., Ondracek, J.M., Reiter, S., Shein-Idelson, M., Tosches, M.A.,
8 Yamawaki, T.M., Laurent, G. (2015) *The reptilian brain*. Retrieved from
9 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4406946/>
- 10 [Rerman, RM, Narasimhan M, Charney DS, \(1997\). Treatment-refractory depression:](#)
11 *definitions and characteristics* Retrieved From
12 <https://www.ncbi.nlm.nih.gov/pubmed/9338108>
- 13 Wikipedia. *United States incarceration rates*. Retrieved from
14 https://en.wikipedia.org/wiki/United_States_incarceration_rate
- 15 World Health Organization. *Cancer: Key Facts*. Retrieved from
16 <https://www.who.int/news-room/fact-sheets/detail/cancer>
17
- 18 **Background Reading:**
- 19 Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: The
20 Guilford Press
- 21 Coffey, J. K., (2019, Oct, 16) Happier babies have an edge. *Scientific American*. Retrieved
22 from [https://blogs.scientificamerican.com/observations/happier-babies-have-an-](https://blogs.scientificamerican.com/observations/happier-babies-have-an-edge/)
23 [edge/](https://blogs.scientificamerican.com/observations/happier-babies-have-an-edge/)
- 24 Davidson, R.J., Begley, S. (2012). *The emotional life of your brain*. New York, NY:
25 Hudson Street Press
- 26 Dubuc, B. *The Brain*. Retrieved from
27 http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html
- 28 Ekman, P, Davidson, R.J. (1994) *The Nature of Emotions: Fundamental Questions*. New
29 York: Oxford University Press

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

- 1 Goleman, D., Davidson, R. (2017) *Altered traits*. New York, NY: Penguin Random
2 House LLC
- 3 Greenberger, D., Padesky, C. (2016). *Mind over mood*. New York, NY: The Guilford
4 Press
- 5 Gross, J. (1998). *Antecedent- and response-focused emotion regulation: Divergent*
6 *consequences for experience, expression, and physiology*. *Journal of Personality*
7 *and Psychology*, 74(1), 224-237.
- 8 Johnson-Laird, P.N., Mancini, F., Gangemi, A. *A Hyper-Emotion Theory of*
9 *Psychological Illnesses*. Retrieved from [http://psycnet.apa.org/record/2006-](http://psycnet.apa.org/record/2006-12689-005)
10 [12689-005](http://psycnet.apa.org/record/2006-12689-005)
- 11 Pessoa, L (2013) *The cognitive-emotional brain*. London, England: MIT Press
- 12 Prinz, J.J. (2004). *Gut reactions*. New York, NY: Oxford University Press
- 13 Raison, C., Jain, R., Maletic, V., Draud, J. (2011) *Treating the whole patient: Exploring*
14 *the healing potential of a mind-body approach to mental health*. Lexington, KY:
15 CME LLC
- 16 Taylor, T. *Brain*. Retrieved from <http://www.innerbody.com/image/nerv02.html>

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

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 Raven*, and Austen's
27 *Pride and Prejudice* – impacted their current understanding and scientific research about
28 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 twists
3 and turns within these popular English literary works. As students mature and are introduced
4 to the more advanced works of William Shakespeare and others, comprehension is even more
5 dependent upon prior assimilation of cultural and linguistic paradigms. Conceptions of
6 emotions are further reinforced by the logic and reason applied in today's scientific literature,
7 research, and discussions about emotions.

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

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

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

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

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

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

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

13

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

28

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

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

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

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

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

8
9 I am interested in how the researchers within your department might resolve emotions'
10 reconstruction away from an aberrant and destructive linguistic paradigm – and into a
11 paradigm of personal cognitive and behavior guidance for the ***mental and physical health***
12 ***and well-being of an individual*** – within their research, discussions, literary publications and
13 within any Evidence Based Interventions (EBI) based on a cognitive-emotional correlation.

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

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

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

1 Sincerely,

2

3 Andrew Jackson

4 andrewjackson1903@gmail.com

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

6

7

8



9 Postscript:

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

 Dear Health Care Professional: *Redefining Therapeutic Success*

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 biochemical physiology. Emotions, instead of being regulated by cognitive
 22 behavior, are used to guide cognitive behavior for the health and well-being of the
 23 individual.

24

25 The basis of healing and well-being is the maintenance of a healthy biological
 26 ecosystem. Evolution has provided all species with a unique and misunderstood
 27 system of biofeedback that lets each individual be aware of their own 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 biochemical physiology, 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
25 The *Handbook of Emotion Regulation* (Gross J., 2014) implies within its title that
26 emotions are something to be regulated because emotional disorders exist where
27 emotions are aberrant, destructive, and out-of-control. Gross uses the term *emotional*
28 *regulation* to mean “shaping which emotions one has, when one has them, and how
29 one experiences or expresses these emotions” (Gross, 1998b). But this
30 characterization is flawed. It would be better to characterize the situation as follows:

Dear Health Care Professional: *Redefining Therapeutic Success*

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

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

21
22 Within the *Handbook of Emotion Regulation* (Gross J., 2014), discussion of the
23 sequence of “situation – attention – appraisal – response,” suggests that *situation*,
24 *attention*, and *appraisal* are causal to the effect *response*. But what are the
25 cause/effect relationships within this emotional *response*, that is, between the
26 “experiential, behavioral, and neurobiological response systems?” (Gross J., 2014)
27 Gross’ views about cause and effect are unclear. The same lack of clarity arises
28 within the all-encompassing cause/effect order within the “environment” of
29 “thoughts, physical reactions, moods, and behaviors” of *Mind over Mood*
30 (Greenberger, D., Padesky, C., 2016). This lack of a distinct cause/effect order lies in

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

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

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

26
27 *An experience within an environment of core beliefs stimulates thought and other*
28 *cognitive neural network activities. These cognitive activities (perception,*
29 *recognition, conceiving – which includes imagination and inspiration – and*

Dear Health Care Professional: *Redefining Therapeutic Success*

1 *reasoning) initiate a biochemical/physiological reaction within the brain and body. It*
2 *is this biochemical physiology of the brain/body that actuates the neural networks of*
3 *emotional perception that consciousness perceives, experiences as emotions, and uses*
4 *to further modify cognitive activity.*

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

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 biochemical physiology, 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

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

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, societal and religious
4 ethical codes of behavior.

5
6 The great advantage of this adjustment of a paradigm is that now cognitive behavior
7 therapies may very well prove to be a more effective and robust tool in the treatment
8 of severe bipolar and psychotic disorders, suicidal depression, and other very
9 demanding illnesses. With emotional guidance training and with a new battery of
10 pharmaceutical medications emphasizing cognitive self-management, true healing
11 may become the new norm. These new pharmaceuticals should only be used as a
12 temporary crutch to aid the patient's conscious control of cognitive behavior as
13 guided by their own emotional guidance.

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

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

21
22 Sincerely,

23
24 Andrew Jackson

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

26 <https://symbioticpsychology.com/>



Dear Health Care Professional: *Redefining Therapeutic Success*

- 1 References:
- 2 Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. New York, NY: The
- 3 Guilford Press
- 4 Greenberger, D., Padesky, C. (2016). *Mind over mood*. New York, NY: The Guilford
- 5 Press
- 6 Gross, J. (1998). *Antecedent- and response-focused emotion regulation: Divergent*
- 7 *consequences for experience, expression, and physiology*. *Journal of Personality and*
- 8 *Psychology*, 74(1), 224-237.
- 9 Gross, J. (2014). *Handbook of emotion regulation*. New York, NY: The Guilford
- 10 Press

1

1 Subject: *Become Your Own Superhero*

2 Date: rev2019-01-10a

3

4 Dear Patient,

5

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

14

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

23

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

Dear Patient: *Become Your Own Superhero*

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

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

15
16 Like a hamster running no-where on a wheel in a cage, I was caught in an endless loop of
17 being drugged when on medications and psychotic mania when off medications. Then I met
18 the "Salsa Doctor," so called because he played in a salsa band in Ciudad Juarez. He 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-
evolution.com/cognitive-emotional-therapy/](http://emotional-
4 evolution.com/cognitive-emotional-therapy/) tells you how to get them. This latter section
5 deals with the nuts and bolts that you can use to rebuild your own life into something
6 wonderful, a life that you can enjoy and where you can actually feel good most of the time.
7 The whole book can also be downloaded for you to dwell upon at your own pace and
8 convenience (check the menu bar).

9

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/>



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

2 Date: 2019-08-17b

3
4 Dear Board of Education,

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

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

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

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

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

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

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

1

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

11

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

15

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

22

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

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 biochemical
20 physiology, 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

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

1 trusted feedback mechanism. This mechanism evolved over millions of years for the
2 individual’s health, well-being, and survival. Medications and practices that aim to
3 regulate and control emotions invalidate the very therapeutic process that aims to rely on
4 this mechanism for healing.

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

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

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

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

1 used with the understanding that emotions are a perception biological conditions caused by
2 cognitive activities. This construct is further developed in Section 3.0: “Depression: Mental
3 Illness of Mental Injury” of Symbiotic Psychology, the book

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

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

23
24 Sincerely,

25
26 Andrew Jackson

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

28 <https://symbioticpsychology.com/>



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

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/Feelings: Nature's Biofeedback Mechanism*

15
 16 *Emotions/ feelings are felt. Emotions/feelings are the perception, by consciousness, of a*
 17 *biochemical physiology actuated by an evolved and nurtured cognitive neural*
 18 *circuitry. Because emotions/feelings are perceptions of an internal state of biology*
 19 *precipitated by cognition, emotions/feelings are a reflection of, and give insights into, the*
 20 *nature of said cognitive behavior. Because emotions/feelings are not causal,*
 21 *emotions/feelings are neither destructive nor constructive but rather they are indicators*
 22 *towards the presence of very real destructive and constructive – and causal – cognitive*
 23 *behaviors. Correlations between cognition, healthy biochemical physiology, and good*
 24 *feeling emotion/feelings are a result of millions of years of evolutionary survival for the*
 25 *health and well-being of the individual – as are the correlations between bad feeling*
 26 *emotions/feelings and an unhealthy biology. Now the question is, how are these correlations*
 27 *between cognition, biology, emotions/feelings, and consciousness understood, nurtured, and*
 28 *developed within a society for an individual's health, wealth, and general well-being through*
 29 *his/her own successful decision-making and creativity?*

1

2

1 Subject: **For Entertainment Purposes Only**

2 Date: rev2019-07-19a

3
4 *Am I Me?*

5
6 *I am that which I am aware of. I am that which I am conscious of. Is it I who*
7 *choose that which I feel and therefore determine who I am, what I am, what I do?*

8
9 *Or are “they”, those who wish my obedience? Are they managing my mind, my*
10 *thoughts, and therefore my emotions and thus determining that which I am and that*
11 *which I do?*

12
13 *Am I me or am I them?*

14
15 Dear Student,

16
17 A person’s core beliefs of emotions – which may have been linguistically molded from
18 childhood through family interactions and in later years through reading literary works such as
19 Dickens’s *Great Expectations*, Poe’s *The Raven*, and Austen’s *Pride and Prejudice* – have
20 created a false construct of emotions’ true reality. That is, emotions of a character in a story
21 that drives them to love, to fight, or to conquer the world... are an illusion. Emotions simply
22 don’t exist that way.

23
24 A character in a plot feels emotions. They have emotional feelings. They perceive emotions.
25 Essentially, all emotions that a character feels are emotions that feel good or emotions that feel
26 bad. But the bodily changes, the bio-chemical changes that a person feels in love, in
27 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*

1 **What are Emotions?**

2 Emotions are a perception, a sense akin to the sense of sight, sound, taste, smell, and touch.
 3 The sense of emotion feels. Broadly speaking, emotions feel good or emotions feel bad.
 4 Emotions are a perception of the biochemical 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

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

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

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

25 **A Feels Good Is Good Attitude**

26 A person's emotions are indicators of their health and well-being. Emotions are telling them
27 the harmony of their body's biology – are they being strong or weak. Negative feeling
28 emotions are the body's way of saying "you are creating conditions within your body that will
29 cause, if it hasn't already, weakness, lethargy, clumsiness, and ineptness." These conditions

Dear Student: *For Entertainment Purposes Only*

1 make the body ripe for illness and disease. Positive feeling emotions are the body’s way of
 2 saying “you are creating healthy, strong and vigorous conditions in your body.” Not only is
 3 the body ready to thrive in the external world, but its internal world has a greater capacity to
 4 fight off illness and disease.

5
 6 This “bears” repeating.

7
 8 By entertaining negative emotional thoughts, a person weakens their body’s biology. By
 9 entertaining positive emotional thoughts, a person strengthens their body’s biology. This
 10 correlation between mind, body, and emotions is that which must exist for homo-sapiens to
 11 have survived their evolutionary challenges. For your body’s health, “what feels good is good”
 12 and “what feels bad is bad”. (Reference Section 2: “Emotions as a Biological System” in the
 13 attached Symbiotic Psychology book)

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

22 **Cognitive-Emotional Wisdom**

23 To have cognitive-emotional wisdom is to have the cognitive and emotional understandings
 24 and abilities *to avoid acting from* the lower platforms of despair, depression, and anger. These
 25 negative emotional places of being have evolved to signify a weakening of a person’s biology.
 26 This makes them easier prey to diseases, illnesses and prone to accidents and injury. (Authors
 27 Note: If these last statements are in doubt because I don’t provide any empirical evidence, set

Dear Student: *For Entertainment Purposes Only*

1 up your own “mental” experiments and “conceive” some possible results. Look what Einstein
2 did with mental experiments. Or you can do some research for a class.)

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

9

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

14

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

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

Dear Student: *For Entertainment Purposes Only*

1 **Emotional Entertainment vs Emotional Wisdom**

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

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

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

19 To have emotional wisdom means a person has the ability and is capable of focusing on those
 20 thoughts, ideas, imaginations, and observations that feel good, or simply, on what they want
 21 and desire. Emotional wisdom means to have the ability and capacity to use negative emotions
 22 – that signify cognitive activities dwelling upon that which a person doesn't want – to help
 23 themselves identify that which they do want. Again, a person knows what they don't want –
 24 which feels bad – so now use that awareness to “find a better feeling thought.” (Hickes, J. &
 25 Hicks, E., 2006) To have emotional wisdom also means to understand the difference between
 26 the cognitive construct of an emotional ride for entertainment, where one can get on and off,
 27 and the cognitive construct of emotional guidance, where one uses their emotions to guide
 28 cognitive activities. A careful distinction must be understood by every individual as to which
 29 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

Dear Student: *For Entertainment Purposes Only*

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

Dear Student: *For Entertainment Purposes Only*

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.

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

26 **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

Dear Student: *For Entertainment Purposes Only*

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.

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
16 Reference:

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

18 Encyclopedia Britannica. *Cognition: Thought Process*. Retrieved from

19 <https://www.britannica.com/topic/cognition-thought-process>

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

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

3 Date: 2019-07-16a
4

5 Dear Athlete,
6

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

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

20 I wrote the enclosed book, *Symbiotic Psychology: The Synergy Between Mind, Body,*
21 *Emotions, and Consciousness* for athletes to understand how mind, body, emotions,
22 and consciousness work as a team. Each system is the result of billions and billions
23 of conquests where only the strong, the powerful, the cunning, the clever and the wise
24 have survived. The time has come for each athlete as an individual to tap into that
25 wealth of power that lies quietly, silently – dormant – within everyone.
26

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

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

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

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

8

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

15

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

22

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

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

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

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

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

16
17 It is far better to be emotionally aware and to consciously take steps to maintain an
18 emotional sense of well-being. One may just have an “emotional bruise” that will heal
19 easily. But just as physical trauma is serious business, emotional trauma must be
20 understood and be carefully nurtured. (ref. Section 7.2: “Trauma and Addiction
21 Corrupting the Cognitive-Emotional Relationship” of the *Symbiotic Psychology*
22 *Book*.)

23
24 Negative feeling emotions are an athlete’s body’s signal that “you are screwing up.”
25 Mind and body are getting out of sync. Biochemically, something is going out of
26 harmony. Maybe an athlete’s coordination will be off which affects their timing and
27 therefore their muscles won’t be doing exactly what they thought they would/should.

28
29 The ways and means of evolution tend to eliminate those who don’t respond to their
30 emotional systems. In sports, those who don’t attend to their emotional signals may

1 be left with their shot, their kick, their swing, their vault, their “whatever” looking
2 like a rookie. The “air ball” in basketball is a great example. So is a missed field
3 goal in football, a missed goal in soccer and a bad putt in golf.

4
5 *What you saw was mis-perceived.*

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

7 *Your muscles were deceived,*

8 *because your emotions were not believed.*

9
10 With the presents of emotional pain or emotional trauma, an athlete is more likely to
11 get injured. Something – whether it’s their muscles, nerves, the senses like
12 perceptual awareness, or “whatever” – something is not working in harmony. The
13 “I” Team is in trouble. When an athlete is in competition and pushing themselves to
14 their limit....when they are putting tremendous load and pressures and heavy
15 demands on their body....when they need all of their parts working together in
16 harmony....what are ANY unresolved negative emotions going to do to upset one’s
17 performance? How bad are these unresolved negative emotions going to affect an
18 athlete’s power, strength, cunning or awareness?

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

23
24 Will you listen to your “emotional speak” now?

25
26 *Make right your emotional might;*

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

28 *Tonight... fight smoke tonight*

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

30 *Emotional pain – ain't no gain!*

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

Ain't no gain with emotional pain.

Being Emotionally Strong Means Being Emotionally Aware and Wise

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

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

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

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

1

2 **A Prevent Strategy Is a Losing Strategy**

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

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

10

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

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

17

- 18 - Maybe your downfall will come from nagging thoughts of an old injury.
- 19 - Maybe competition brings forth garbage and conflicts and instead of being fun
20 and exciting, competition is misery and pain.
- 21 - Maybe a recent argument with a girlfriend or a divorce will trip you up.
- 22 - Maybe you and your fans are still celebrating beating the undefeated, number
23 one team in the nation in the semi-finals while your next opponent – in the
24 finals – is busy preparing to beat you.
- 25 - Maybe your fist game of the season is with a “cupcake” and while you are just
26 “going through the motions, your “cupcake” is tapping into their power,
27 strength, cunning, and success of their evolutionary-selves by working hard and
28 by putting all their focus and energy into beating you!

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

1 - What unresolved shadow is waiting to take you off your game?

2 - What shadow is lingering in the dark?

3

4 Resolve those hidden shadows by using them. See these issues as the charcoal that
5 brings forth diamonds. They tell a person what they don't want. Now each athlete
6 must do the work to find and then focus on what they do want; and make diamonds.

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

12 Check out another type of strengthening exercises in Section 8.2 of the Symbiotic
13 Psychology book.

14

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

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

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

26

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

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

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

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

8
9 This is your evolutionary heritage. This is your evolutionary-self. This is your “I”
10 *Team*. This is you.

11
12 Good Luck,

13
14 Andrew Jackson

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

16 <https://symbioticpsychology.com/>



17
18
19 Postscript:

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

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

2 Date: rev2019-08-04a

3
4 Dear Friend,

5
6 Justice within our courts is founded upon a false psychology of emotions. Punishment
7 guidelines are erroneous because current comprehension of punishment is based upon
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

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

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

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

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

5
6 *A law based upon illusionary science is delusionary and denies a person’s*
7 *Constitutional protection to be free from cruel and unusual punishment.*

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

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

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

25
26 I am available to help where I can. A complete text for anyone to download and use
27 can be found at: <https://emotional-evolution.com/> or <https://symbioticpsychology.com/>.

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

1 Sincerely,

2

3 Andrew Jackson

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

5 <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.

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

Dear Prisoner (of War): Escape from Alcatraz

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

5
6 We need to stop squabbling among ourselves for that is their desire. Who are 'they'?
7 'They' are the tyrants in our circle; the circle of reality we have created and are now living.
8 They are the ones who dominate us and plant the beliefs of violence and torture that we must
9 suffer and die. 'They' are the ones who wish us to give up and become one within their
10 circle of aggressors. We need to stop the squabbling within ourselves for 'they' are also the
11 ideals, beliefs, and values that live inside our minds. 'They' are also us. Look at those walls
12 and bars around you. Do you see a prison, or do you see playground? These tyrants can be
13 our greatest allies and teachers, our keys to freedom. Or, we can join them in our greatest
14 defeat and become one of their instruments of lies and deceit.

15
16 This is guerrilla warfare.... you are on your own. There is no society to save you, no
17 superhero to break down your prison walls and stamp out your oppressors. You must be
18 your own superhero. You must stop accepting the validity of 'their' justice and 'their'
19 definition of who and what you are. You must be the creator of greater justice and no longer
20 be a victim of unlucky circumstances. Become the creator you were born to be. Create your
21 life of liberty and pursue, not your anger, not your jealousy, not your envy, but pursue your
22 happiness and joy. Joy is your true inheritance that exists for you. But you must believe in
23 it and claim it as yours.

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

Dear Prisoner (of War): Escape from Alcatraz

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

5
6 That was another lifetime, another life I was then living. It all changed when I took
7 responsibility for my life. My circumstances for being in jail were not my fault, but they
8 became my responsibility. As long as I was a victim, as long as I got angry and blamed ‘God
9 knows who...’, as long as I looked everywhere but within my own heart and soul, I was
10 going to remain in prison...

11
12 I am now looking out my window at a cold Wisconsin winter’s end. It is cloudy, and the
13 leafless trees make a bleak silhouette against the gray and dark sky. I love the freshness of
14 the cold and the brilliant whiteness of winter’s snow and the stillness of our frozen lakes. It is
15 a very quiet time of year, a time of hibernation, but also a time of exhilaration. Spring will
16 be here soon, and everything will be turning green, the leaves will be coming out and the
17 birds will be returning with their happy songs of cheer.... I am happily married. We met in
18 the want ads about 18 years ago. Life did get good for me. I got out of jail, cured my
19 ‘mental instability’ and I have been having some good times boating on the water, watching
20 football and having barbecue cookouts with my friends. I changed my life and if you listen
21 closely, you will walk out of that cell and find your own good times with friends and
22 family.... I will share with you a plan, a path on how you can escape from the worst of
23 prisons, even those worse than the infamous Alcatraz...those within your mind.

24
25 Sincerely and with love and respect,

26
27 Andrew Jackson

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

29 <https://symbioticpsychology.com/>



Part 2:
The Theory of Symbiotic Psychology

Emotions/Feelings: Nature’s Biofeedback Mechanism 125

1.0 Symbiotic Psychology 127

2.0 Emotions as an Evolved Biological System 137

3.0 Depression: Mental Illness or Mental Injury..... 143

4.0 Cognitive/Emotional Rehabilitation..... 147

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18

Emotions/Feelings: Nature's Biofeedback Mechanism

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

Andrew Jackson
2018-03-23
Rev2019-12-05a



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?
21

22 Emotional events do not occur without any physiological biochemical changes. To have an
23 emotional event, there must first exist correlative biochemical change events within the body
24 and these biochemical events in the body are initiated by activities within the cognitive
25 neural networks. Since emotions are the perception of physiological biochemical changes
26 triggered by cognitive events, being emotionally out of control is a false construct of the
27 mind. It is not possible that an emotional event can precede its correlative cognitive event.
28 Therefore, a person who is said to be *emotionally* out of control is in fact *cognitively* out of
29 control and any emotional disorders must first be understood as cognitive disorders.
30

1.0 Symbiotic Psychology

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

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

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

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

1 pharmaceutical therapy as well as into every day personal usage for the health and well-being
2 of an individual.

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

11
12 **Section 2** reasons that emotions are an evolved biological system designed to give feedback
13 on cognitive activities through the perception of physiological and biochemical behavior.

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

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

21 **Section 10** summarizes how the human spirit is intertwined within a massive collection of
22 neural networks and circuits. At the end is a collection of **Appendices: Essays on**
23 **Emotional Wisdom** reflecting the impact of *Symbiotic Psychology: The Synergy Between*
24 *Mind, Body, Emotions, and Consciousness* upon the human landscape.

25 26 **1.1 Introduction to Symbiotic Psychology**

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

28 *Such pain is a signal to get the hand off the stove. If the pain is ignored and the hand*

29 *remains on the hot stove, the biochemical signature of the hand changes to the degree that*

30 *the hand burns. If the hand is quickly taken off, maybe no medical attention is needed. If the*

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

(rev2019-12-05a)

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

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

15 16 **1.2 Cognition, Emotions, Physiology and Neurology**

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

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

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

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

17 **1.3 The Five Postulates of Symbiotic Psychology**

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

- 20
- 21 **1. Emotions are the Perception of Biochemical physiology:** Cognitive neural circuitry
22 activities (a) stimulate biochemical activity within the brain and body (b) that we
23 perceive as emotions (c). The emotions that we feel (c) are the result of physiological
24 biochemical activities (b), not their cause. The illusion of emotions is that emotions
25 drive the mind and its biochemistry. Rather, cognition precipitates changes in the
26 body's biochemical physiology which consciousness then perceives as emotions.
27 Therefore, since biochemical physiology is a consequence of cognitive behavior,
28 emotions are not constructive or destructive in themselves because they only exist as
29 a reflection of very real constructive or destructive cognitive behaviors.

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

11
12 **3. Biologically, “What Feels Good is Good”:** Whether one is perceiving emotions,
13 feelings, or affect, it will boil down to some aspect of feeling good or feeling bad.
14 And, within the consequences of evolution, feeling good is healthy and right, and,
15 feeling bad is not. Because this basic emotional system of feels good is good evolved
16 out of the reptilian brain of might *is* right, parenting and community education and
17 training must strive to push moral and ethical debate up into our mammalian brain
18 where a more complex cognitive and emotional awareness of might *for* right feels
19 good is good ethics can be sustained.

20
21 **4. Individuals Have an Amazing Capacity to Change and Adapt:** As a result of
22 neuroplasticity, every person has the neurological capacity to change and develop
23 new interpretations of and responses to his or her environmental stimuli. Neural
24 networks develop, grow, and even reorganize throughout life. New relationships
25 among these networks develop as new lessons in life are experienced and learned.
26 Reality changes as new neural cognitive networks form. That which is understood
27 and known to be real today may not exist tomorrow.

28
29 **5. Intention Gives Definition to Emotional Guidance:** Emotions without a defining
30 intention is akin to sailing the open seas without a guiding star. With a destination, a

1 vessel can be aptly guided through the waves and the sails can be properly trimmed to
2 shape the wind. Whether a person intends a walk around the block after work or
3 intends to summit Mount Everest in five years, intent sets into motion a series of
4 harmonizing events. Emotions are calibrated and aligned to those intentions and are
5 now able to guides cognitive and behavior activities towards fulfillment of these
6 intentions. Cognitive and behavior activities that feel good or bad are emotional
7 indications to consciousness of moving towards or away from one's intentions.
8

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

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

24 The pain and hardships of life events plant seeds of intent. Whether these seeds nurture or
25 destroy can be influenced by a formal education of emotions' evolved role within human
26 behavior. Society's institutions – be they parenting, education, religious, political, or some
27 other organization – all have a responsibility to empower individual intent for the health and
28 well-being of the individual as a member of a culture and society among many on this planet
29 Earth where humans are but one species of many. Humanity's future resides within the

1 empowerment and understanding of individual intent and its relationship to emotional
2 guidance.

3
4 **1.4 Author's Note:**

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

15
16 Somewhere, sometime, somehow, academia must find some common ground. Since I began
17 voicing my concerns over psychological and pharmaceutical therapeutic methodologies
18 erroneously based within causal aberrant and destructive emotions, over a million
19 (*MILLION*) Americans have committed suicide, millions of other people have been put in
20 incarcerating conditions that only amplify their psychological injuries, and mass shootings
21 continue 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 academic
23 questioning and review of psychological and pharmaceutical emotional theory is a true crime
24 against humanity.

25
26 The thesis of this book is that emotions are perceptions of physiological biochemical states
27 and that these physiological biochemical states of the body are a product of cognitive neural
28 networks stimulating areas of the brain that in turn produce the changes in biochemistry.
29 Since emotions are a perception of a state of physical being precipitated by cognition, so-
30 called aberrant and destructive emotions are but a reflection of the true prime mover,

1 cognition; and cognitive activities can be extremely aberrant and destructive. It is cognition
 2 that must be managed by understanding the significance and meanings of emotional
 3 perceptions.

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

10
 11 **References:**

12 Dubuc, B. *The Brain*. Retrieved from

13 http://thebrain.mcgill.ca/flash/a/a_03/a_03_p/a_03_p_que/a_03_p_que.html

14 Encyclopedia Britannica. *Cognition: Thought Process*. Retrieved from

15 <https://www.britannica.com/topic/cognition-thought-process>

16 Goleman, D., Davidson, R. (2017) *Altered traits*. New York, NY: Penquin Random House
 17 LLC

18 Rugnetta, M. *Neuroplasticity*. retrieved from

19 <https://www.britannica.com/science/neuroplasticity>

20
 21 **Background Reading:**

22 Dubuc, B. *The Brain*. Retrieved from

23 http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html

24 Johnson-Laird, P.N., Mancini, F., Gangemi, A. (2006) *A Hyper-Emotion Theory of*

25 *Psychological Illnesses*. Retrieved from <http://psycnet.apa.org/record/2006-12689->

26 [005](http://psycnet.apa.org/record/2006-12689-005)

27 Laurent, G., Fournier, J., Hemberger, M., Muller, C., Naumann, R., Ondracek, J.M.,

28 Pammer, L., Reiter, S., Shein-Idelson, M., Tosches, M.A., Yamawki, T. *Cortical*

29 *Evolution: Introduction to the Reptilian Cortex*. Retrieved from

- 1 <https://pdfs.semanticscholar.org/b6c3/9d6317fc42482c004397726b5730b2b78e08.pdf>
2 [f](#)
3 Naumann, R.K., Ondracek, J.M., Reiter, S., Shein-Idelson, M., Tosches, M.A., Yamawaki,
4 T.M., Laurent, G. *The Reptilian Brain*. Retrieved from
5 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4406946/>
6 Pessoa, L (2013) *The Cognitive-emotional brain*. London, England: MIT Press
7 Prinz, J.J. (2004). *Gut reactions*. New York, NY: Oxford University Press
8 Raison, C., Jain, R., Maletic, V., Draud, J. (2011) *Treating the whole patient: Exploring the*
9 *healing potential of a mind-body approach to mental health*. Lexington, KY: CME
10 LLC
11 Taylor, T. *Brain*. Retrieved from <http://www.innerbody.com/image/nerv02.html>

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.*

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

21
22
23 The following scenarios are indicative of evolution's impact on the development of an
24 emotional guidance system:

- 25
26 (1) If feeling good correlates with a well-balanced and physiologically vital body then
27 feeling good while climbing a tree to gather food or while balancing on slippery rocks
28 in a rushing stream to fish may not be hazardous. But if feeling good were to
29 correlate with a weakened and lethargic physiology/biochemistry, such challenging

2.0 Emotions as an Evolved Biological System

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

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

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

23
24 From an evolutionary perspective, feeling good means there is a positive correlation between
25 the neural networks that activate (1) a cognitive awareness of strength, vigor, and well-being,
26 (2) an actualization of a physiology of strength, vigor and well-being, and (3) the neural
27 networks associated the emotions of pleasure. Biochemistry, both at the molecular level and
28 the neural network level, must sustain the correlations between (1) the cognitive knowing of,

2.0 Emotions as an Evolved Biological System

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

2.2 Cognitive Imagination and Evolution

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

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

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

18 **2.3 Conclusion**

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

2.0 Emotions as an Evolved Biological System

1 that the continuation of such cognitive and physical activities is having a negative impact on
2 the physical health and genetic survival of the individual.

3

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

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

1 activities are unhealthy, that is, when cognitive activity dwells upon unwanted, emotionally
2 negative aspects of life. When a person's mind remains on the hot stove, they are activating a
3 completely different neurological network. There should be a different biochemical
4 signature. The fallacy is in the attempt to pharmaceutically normalize a patient's
5 biochemical physiology without also removing that person's mind from the cognitive hot
6 stove and rehabilitating healthy neural network activities between cognition, body, emotions
7 and consciousness.

8
9 Where well-being and a natural emotional responsiveness exist, no medical attention is
10 needed. But if the mind 'burns' a little, maybe some simple medication accompanied by
11 supportive psychotherapy would promote healing and a return to a naturally functioning
12 neural network of the healthy mind, body, and emotion correlative relationships that can be
13 utilized by consciousness.

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

23 24 **3.2 Responding to a neurological emotional guidance network**

25 There is great power within the activation of the emotional negative neural network and the
26 realization and conception of that which is not wanted nor desired. But this power is only
27 actuated if the opposite end – the positive, pleasurable end of the spectrum – can be known,

3.0 Depression: Mental Illness or Mental Injury

1 that is, perceived, recognized, conceived, and reasoned and then acted on (Encyclopedia
2 Britannica, *Cognition: Thought process*).

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

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

3.3 Conclusion

26
27 Whatever the dysfunction is called – illness, disease, disorder – and however the symbiotic
28 ties between cognition, physiology, emotions, and conscious were disrupted, the objective in
29 psychological and pharmaceutical therapy should be to reestablish the evolved and symbiotic

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

6

7 **References:**

8 Maletic, M., Raison, R., (2017) *The new mind-body science of depression*. New York, NY:
9 W.W. Norton & Company

10 Encyclopedia Britannica. *Cognition: Thought process*. Retrieved from

11 <https://www.britannica.com/topic/cognition-thought-process>

12 Raison, C., Jain, R., Maletic, V., Draud, J. (2011) *Treating the Whole Patient, Exploring the*
13 *Healing Potential of a Mind-Body Approach to Mental Health*. Lexington, KY: CME

14 LLC

4.0 Cognitive-Emotional Rehabilitation

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

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

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

4.0 Cognitive-Emotional Rehabilitation

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

13 **4.1 Emotional Guidance**

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

28
29 Maintaining a healthy and joyful lifestyle requires having an ability to move up or down the
30 spiral staircase with ease and fluidity, just as emotions flow up and down with the changing

4.0 Cognitive/Emotional Rehabilitation

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

4.2 Defining Mental Health and Well-being

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

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

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

4.0 Cognitive-Emotional Rehabilitation

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

3

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

8

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

17

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

Part 3:
The Practice of Symbiotic Psychology

5.0 Psychological Therapy 153
6.0 Pharmaceutical Therapy 157
7.0 Cognitive-Emotional Wisdom..... 161
8.0 Cognitive-Emotional Therapy 181
9.0 Emotional Guidance – The Dark Side..... 195
10.0 Conclusion..... 211

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
22 driving impetus to create new and different cognitive activities that bring about a healthy,
23 good-feeling emotional response. If feelings are skewing negative, this is the brain’s signal
24 to cognitively reconstruct this negative stimulus or to get off this subject entirely and refocus
25 the mind and its activities onto something that brings a positive emotional response. The
26 objective is to keep the mind and its cognitive powers of perception, recognition, conception,
27 reasoning, and imagination – along with the body’s capacity of actualization – continually
28 reaching for better cognitive activities and thus, for the good feeling emotional responses
29 indicative of a healthy biochemical physiology.

5.0 Psychological Therapy

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

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

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

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

5.0 Psychological Therapy

1 dysfunctional aspect within the mind's cognitive activities that is creating the aberrant
2 biochemical physiology we are perceiving as emotions. It is these irregularities in cognitive
3 behavior that need to be addressed. Emotions are but the messenger.

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

16
17 The goal and practice of *psychological rehabilitation* is to utilize the brain's power of
18 neuroplasticity and to develop within a person the mental agility and reflexes to
19 constructively respond to his or her emotional guidance system. At first, these steps may
20 simply go from painful emotions to less painful emotions, but eventually, with the
21 development of new habits and skills of mental agility, the steps will be from feeling
22 emotionally good to feeling emotionally even better. The presence of these skills is the
23 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
22 cognitive activities in response to emotional guidance? How can emotions guide cognitive
23 behavior when emotional or physiological neural networks are being targeted with artificially
24 introduced chemical agents?

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

6.0 Pharmaceutical Therapy

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

11 **6.1 Psychiatric Medications Designed for Healing**

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

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

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

6.0 Pharmaceutical Therapy

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

6.2 Masking Neurological Processes

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

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

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

4 **6.3 New Opportunities in Medicine**

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

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

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

7.0 Cognitive-Emotional Wisdom

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

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

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

25 **7.1 Development of Cognitive-Emotional Wisdom**

26 The narrowness of myopic mental vision and perspective plays a role in mental illness and
27 aberrant behaviors to strive for action that is not myopic but, rather, integrates the totality of
28 a person's cognitive and emotional universe. Just as the various sections of an orchestra
29 must be aware that they are playing in the same key to remain in harmony, the various

7.0 Cognitive-Emotional Wisdom

1 aspects of a person's consciousness and very being must find harmonious integration for the
2 person to remain whole and mentally healthy. Otherwise the dissonance that can develop
3 within a person to accommodate society's diverse demands can become so great that it may
4 be impossible for the person to remain whole and mentally healthy. To be mentally well,
5 individuals must have successfully mastered the necessary skills to navigate their cognitive
6 and emotional processes through life's challenges and adventures. They must successfully
7 integrate the lessons demanded by society and develop the necessary cognitive-emotional
8 wisdom to succeed.

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

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

7.0 Cognitive-Emotional Wisdom

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

6
7 Cognitive-emotional wisdom is born when emotionally depressed persons begin to
8 understand and accept the relationship between their depression and the nature of their
9 thoughts. The fall into depression is not their fault but healing demands taking new
10 responsibilities. For depressed persons to continue dwelling upon the people and events
11 responsible for their current condition is to create barriers to understanding and accepting
12 their new responsibilities for their own thoughts and actions. Cognitive-emotional wisdom
13 means to begin taking new responsibilities for one’s own behavior and to change and
14 develop new habits of thought and perspectives. A neuroplastic brain makes all this possible.
15 (ref. 7-1)

17 **7.2 Trauma and Addiction Corrupting the Cognitive-Emotional Relationship**

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

7.0 Cognitive-Emotional Wisdom

1 biochemical physiology *may* severely impact internal nervous electro-biochemical energy
2 flow and adversely affect natural cognitive and emotional behavior as well as the physical
3 expression of that behavior.

4
5 As previously discussed, (ref Section 2: “Emotions as an Evolved Biological System”)
6 human beings have evolved to be healthy and joyous. Culturally this may be far from the
7 norm and an indication of a broken culture and society rather than an indication of natural
8 human character. A cultural lack of awareness and understanding of the natural cognitive-
9 emotional relationship may promote dubious, self-prescribed remedial behaviors in response
10 to traumatic events. Additionally, these behavior modifications can easily become addictive
11 rather than healing.

12
13 Withdrawal from any adaptive behavior stemming from trauma can be very painful and thus
14 promote their addiction. Behavior modifications, street drugs, and even properly prescribed
15 medications used to cope with trauma are addictive for two reasons. One is that they buffer
16 consciousness from the pain of the traumatic event and, two, especially with drugs,
17 withdrawal symptoms can be so painful and severe as to prevent any cessation of use. If
18 adaptive behaviors to cope with trauma are innocuous, any traumatic injury and addictive
19 behavior may never be acknowledged nor the need for any remedial action be recognized.
20 Only when adaptive behaviors become disruptive – or even destructive and criminal – within
21 one’s daily life to self or others, does the need for cognitive-emotional rehabilitative therapy
22 become a serious consideration.

23
24 The nature of what constitutes a traumatic event or addictive behavior is highly
25 individualistic. Common to post traumatic and addictive behavior is a lack of a natural
26 responsiveness to an evolved emotional system designed to guide cognitive behavior towards
27 individual health and well-being. Any lack of joy and well-being within a healthy and
28 constructive lifestyle is an indication for the need of cognitive-emotional education and/or
29 rehabilitation intervention. Society has a moral obligation to provide the necessary education
30 and training within its schools, hospitals, and prisons to establish individual awareness and

1 responsiveness to healthy cognitive-emotional behavior. Section 8.2: “Cognitive-Emotional
2 Rehabilitation and Strengthening Exercises” provides a descriptive list of possible
3 rehabilitative behaviors. Although these exercises are all relatively safe, they may be abused
4 without the basic understanding and knowledge of why and how they are designed to
5 reestablish a natural and healthy relationship between mind, body, emotions, and
6 consciousness.

7
8 Research studies are revealing new realizations and understandings of a neuroplastic brain
9 designed to rewire itself (Doidge, 2015). The neuroplastic brain makes it possible to
10 establish new, healthy, and constructive awareness and behavior associations. This has
11 awakened new and exciting possibilities for individuals and cultures now being destroyed by
12 traumatic and addictive behaviors. Everyone has within them an amazing capacity to
13 change, adapt, and to thrive within a wide variety of conditions and environments.

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

17
18 Individual awareness, education, and training of cognitive-emotional rehabilitation and
19 strengthening exercises not only act to rehabilitate, but because they also strengthen
20 consciousness awareness of healthy cognitive-emotional behavior, these exercises can act as
21 a preventative measure against future trauma and destructive addictions. Trauma and
22 addiction can happen within the womb. So, when actually should the education and training
23 for the prevention of – or for limiting the effects of – traumatic experiences and addictive
24 behaviors begin? How about now! Trauma happens. Destructive addictive behaviors need
25 not.

26 27 **7.3 Cognitive-Emotional Wisdom in Education**

28 What is the purpose of education if it is not to provide the tools and training for a successful
29 adult life? And where is success without joy and passion? Can education be called a success
30 if it does not provide the understanding and training of a personal cognitive-emotional

7.0 Cognitive-Emotional Wisdom

1 system which has evolved for the actualization and maintenance of mental and physical
2 health and well-being? Education should not be confined to developing a student's cognitive
3 skills without also understanding the emotional connection to happiness and joy needed to
4 succeed in life. Cognition, physiology, emotions and consciousness have evolved together as
5 a synergistic team. The nature and effective employment of these synergies should certainly
6 be part of our educational curriculum. And this means teaching and developing the students'
7 skills and abilities to be happy and joyous within their endeavors.

8
9 Education must also be about training students to develop the wisdom necessary to function
10 with an emotional system that has been evolving hundreds of thousands – if not millions – of
11 years. The physiological biochemical response to cognitive activities of our reptilian brain
12 are far different than the physiological and biochemical response from cognitive activities to
13 our mammalian brain. To ignore the intricacies of an emotional guidance system is to
14 disregard thousands of years of survival on the savannahs of Africa by our original human
15 ancestry. This emotional guidance system now needs to be prepared and cultivated and
16 nourished for successful operation within today's technological world. This modern
17 environment requires a new awakening and acceptance of an individual's abilities to guide
18 his or her own life.

19
20 The importance of physical education, sports, and even early-year recess in school is that it
21 nurtures the cognitive-emotional relationship to physical health and well-being. We evolved
22 to be active and these school activities reinforce the correlation between positive emotions
23 and physical health and well-being. Encouraging healthful activity with the feeling of joy is
24 to promote this evolutionary correlation. Seeking joy and the feeling of well-being within
25 physical movement reinforces the physiological and emotional connection that has evolved
26 over millions of years.

27
28 Performing arts such as dance, theater, and music especially ask each participant to connect
29 with and to discover their emotional awareness. These disciplines require an exploration into
30 emotions. Instead of promoting a culture of emotional ignorance, they promote a culture of

7.0 Cognitive-Emotional Wisdom

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

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

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

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

7.0 Cognitive-Emotional Wisdom

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

6

7 **7.4 Criminal Justice Reform: The Unalienable Rights of Life, Liberty and the Pursuit**
 8 **of Happiness**

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

22

23 Why does society respond to unwanted behavior via punishment? Why is “spare the rod and
 24 spoil the child” such an ingrained euphemism within our culture? Why is punishment for
 25 “crimes against society” considered to be just and humane behavior? Our current criminal
 26 ‘justice’ system only further desecrates our humanity and continues the cycle of self-
 27 destruction. It is time to stop the individual’s and society’s downward spiral into hell.
 28 Discussion and debate must move our concepts and resultant systemic practices and
 29 institutions out of our more reflexive reptilian brain and into our more compassionate

7.0 Cognitive-Emotional Wisdom

1 mammalian brain where reality not only seems different, it is different. Different neural
2 networks are assembling a different world.

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

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

20 Decision making and action from a negative emotional base has its evolutionary foundation
21 within the reality of actual and immediate physical danger. To act from fear and anger
22 within an emotional storm is to act without the benefit of the mental clarity and purpose
23 found within an emotional calm. Reptilian life-and-death cognitive reflexes are for the
24 natural and artificial battlefields that have little to do with most behavior requirements within
25 our modern societies. A person’s power of decision making comes *not* from the emotional
26 negative places of fear, anger, and despair, but from the emotional clarity found within
27 peace, joy and hope. There can be no criminal justice without also providing the
28 cognitive/emotional rehabilitation needed to succeed in society. And this means teaching a

7.0 Cognitive-Emotional Wisdom

1 prisoner the wisdom in ‘the pursuit of happiness’! It is a ‘crime of society’ to believe that
 2 punishment is justice for criminal behavior. The rule of punishment reinforces and
 3 propagates an emotionally negative and destructive way of living. Is that to be society’s
 4 intent for our current criminal justice system? The lack of ethical decision-making skills
 5 within the cognitive abilities of incarcerated adolescents does not mean these people cannot
 6 be rehabilitated to practice new ideologies and behaviors later in life.

7
 8 Who can predict the motivation, drive and desire of a person to return to the life of freedom
 9 and the life of well-being, joy, vitality, and enthusiasm for another day’s adventures even
 10 after years or even decades of imprisonment? Within a climate of doubt and disbelief of
 11 reform possibilities there may still exist within many individuals a flame of hope and the
 12 necessary drive to work and develop his or her cognitive-emotional wisdom and return to the
 13 freedoms and harmonies of joyous well-being. There is a moral duty and a Constitutional
 14 mandate for society to explore the possibilities and to give those imprisoned a chance to
 15 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to
 16 explore, develop and learn about the mind-body-emotion-consciousness connection.
 17 Likewise, there is a Constitutional and societal responsibility to understand cognitive-
 18 emotional wisdom and the brain’s neuroplastic ability to change and to develop new neural
 19 networks that can redefine new perspectives, new alternatives, and new possibilities for
 20 successful living by our incarcerated brothers and sisters. Where is our government that was
 21 created to protect our inalienable rights of life, liberty and the pursuit of happiness? Where
 22 are the protectors of our Constitution for the welfare of all of humanity?

7.5 Reframing Antisocial Personality Disorder

24
 25 Because of the brain’s neuroplastic nature to develop alternate networks, more advanced
 26 mental constructs of wanting and desire can develop as a person matures. The combination
 27 of internal physiological behaviors and the external physical exertion for survival also means
 28 a more complex development between the biological body and emotions. Movement to
 29 gather food or even to hunt on the African savannahs during humanity’s beginnings meant

1 survival. Thus, a correlation between emotional pleasure and physical activity would be
2 evolutionarily advantageous.

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

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

22 23 **7.6 Military Personnel Decommissioning**

24 The power of the brain's neuroplastic capacity to adapt to the demands of a new environment
25 by changing and developing new neural networks is also demonstrated by the successful
26 migration from civilian to military life. Unfortunately, this neural network change, which is
27 developed to succeed in military life, is not later reconfigured for civilian life. There must be
28 a structured 'decommissioning' period for military combatants that accounts for the neural
29 network changes that allowed for success within a militarily structured environment designed
30 for war. This wartime neural network must be reconfigured for a successful civilian life.

7.0 Cognitive-Emotional Wisdom

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

7.7 The Wisdom of a Champion: Let Joy Reign

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

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

7.0 Cognitive-Emotional Wisdom

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

6
7 An athlete cannot play his or her best having an emotionally negative state of mind. The
8 presence of negative emotions means that a well-balanced and vital body is *not*
9 physiologically present. Physiological biochemical disharmony, felt through emotional
10 dissonance, manifests directly from cognitive dissonance. Eye hand coordination will be off.
11 Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads
12 to injuries when the body is stressed and pushed to its limits during competition because the
13 mind and body are biologically not working together as a unified whole.

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

22
23 How much time in the off season has been spent in the gym to get the body physically ready
24 for a long season of competition? How much time has been spent training one’s cognitive
25 abilities to enter and sustain the emotional feeling of confidence and knowing of success and
26 its correlative physiological and biological harmony? An athlete can easily name ten key
27 conditioning and skill exercises they use to develop the body. How many athletes can name
28 ten cognitive/emotional exercises they use to enter and to sustain the synergistic harmony of
29 mind, body, and emotions necessary for success (see 8.2: *Exercises in Cognitive-Emotional*
30 *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,*
 23 *obviously very proud of his success, and proclaimed, “it almost went in!” He had found the*
 24 *emotion of success where most would have only discovered failure.*

25
 26 The smallest of actions, a moment of brilliance, any second where “I feel it,” are all mind-
 27 body-emotional states of previous successes. It is a time when ‘that felt good!’ The
 28 *Exercises in Cognitive-Emotional Rehabilitation* of section 8.2 contains a list of exercises to
 29 recreate these mind-body-emotional states as fortification from any barrage of doubts, fears,
 30 uncertainties, and questions presented by an upcoming event. Recreate these mind-body-

7.0 Cognitive-Emotional Wisdom

1 emotional states as a defense from the lure and illusion of a victory that doesn't yet exist.
2 Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches
3 any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-
4 emotional states as an offense to the opponent's barrage of jabs, hits and punches to assert
5 'their' dominance. Cognitive/emotional training starts in the off-season at home and
6 continues each day and through each practice and right into the locker room and onto the
7 court and throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-
8 body-emotional synergy of success. Too many half-time talks by the coaching staff
9 disconnect rather than reinforce each individual's and the team's connection to strength,
10 agility, coordination and power.
11 *"If there are any doubters who don't believe that we are going out and taking over the*
12 *second half and winning this game, you can stay right here. We don't want you. We don't*
13 *need you."* *UW football player halftime speech to the team (paraphrased).*

14 The audience may be watching and emotionally reacting to the action on the basketball court,
15 but the real plays take place in the minds and hearts of each athlete. Which athlete is going to
16 maintain their knowing of, and feeling of success? Which athlete will rise and overcome
17 each challenge on who 'owns' this ball, these nets and this court? Which athlete will first
18 feel the frustration of a missed shot or stolen ball or an opponent's score and which team will
19 first succumb to the gnawing fear of doubt? Every move and pass before a shot is time
20 surgically utilized to assert self-confidence and domination. Pass the ball around to set up a
21 shot but also to break down the opponent's mental resilience and to assertively demonstrate
22 to them that "we" control this game. We own this game. We are enjoying this game. Our
23 bench is enjoying this game. We are winning this game no matter the current score. "Do you
24 feel it? Good! Take the shot."
25

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

7.0 Cognitive-Emotional Wisdom

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

3
 4 Any break in the action provides a moment to utilize the months and years of
 5 cognitive/emotional training and exercises and to stop and step up the emotional staircase.
 6 That is, if in despair to move up into anger; if in anger, to move up into frustration; if in
 7 frustration, to move up into hope; if in hope, to move up into the joy of believing; if in the
 8 joy of believing, to move up into the excitement of knowing.... of success! "A time out is an
 9 opportunity to get *your* mind, your body, and *your* heart into the moment of *your* event. If
 10 you learn how to take the time to own each competitive event and to make those moments in
 11 time joyously yours, then any event throughout life can bring joy and must become *yours*."

7.8 Emotions in the 21st Century

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

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

28
 29 It is necessary to elaborate on some important distinctions which need to be made in our 21st
 30 century consumer-focused society. Sugar may have wonderful 'feels good' associations but

7.0 Cognitive-Emotional Wisdom

1 gaining weight is probably not one of them. Shopping may feel good but getting the bills
2 may not. Having a brand-new car feels great, but the consequences of it being a stolen car
3 does not. The same ‘feels good’ but ‘know the bad’ goes for drinking, drugs, medications
4 and all of human behaviors. Knowing what actions may feel good and knowing what
5 consequences may feel horrendous is a product of the cognitive mind and the emotional
6 perceptual system of the body’s biochemical physiology. On the other hand, society’s
7 acceptance of such action often impacts a person’s attention to their own emotional
8 guidance: what if a person’s behavior aligns with emotional guidance but this behavior is
9 contrary to accepted societal norms? And conversely, what if a person’s behavior aligns
10 with emotional guidance but this behavior *should be* contrary to accepted societal norms?

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

7.0 Cognitive-Emotional Wisdom

1 **References:**

2 Begley, S. (2013). *Rewiring Your Emotions*. Retrieved From

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

4 Doidge, N. (2015). *Brain's Way of Healing: Remarkable Discoveries and Recoveries from*

5 *the Frontiers of Neuroplasticity*. New York, NY: Viking

8.0 Cognitive-Emotional Therapy

1
2
3 *For those who are not enjoying their ride in life and for those who can't comprehend how*
4 *anybody can possibly say "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-
22 emotional therapy is about developing the cognitive skills and habits necessary to harness the
23 emotional guidance system for the purpose of attaining mental and physical well-being by
24 gaining new perspectives of people, places, and events. With this new perspective, new
25 opportunities to act and function will be unveiled that were previously masked by old and
26 emotionally negative cognitive habits. And most importantly, such revised cognition causes
27 a person to actually feel better.

28
29 Negative emotions are very important, in fact, they are fundamental parts of the healing
30 equation. Negative emotions are the lower steps of the emotional staircase. Positive

8.0 Cognitive-Emotional Therapy

1 emotions are the higher steps. Negative emotions bring an awareness of that which is not
2 wanted (bottom steps) and are used to identify that which is wanted (top steps). The problem
3 and the solution are part of the same staircase. Engineers, for example, have problems to
4 solve. But engineers don't fixate on what's wrong. They have the unique ability to use what
5 is wrong and not wanted to generate solutions. Solutions become more apparent after
6 silently exhaling and quieting the knowing and fixation upon that which is *wrong*. "Be still
7 and listen..."

8
9 The objective of cognitive-emotional therapy is to attain mental and physical health and
10 well-being. This starts with learning how to feel better emotionally. The role of the caregiver
11 is to help pave the way for the patient to move up the emotional path. How far along the
12 path a patient travel depends on his or her motivation to take another step: take one more step
13 just to feel a little bit better. One step may take a month. It may take two. But no matter the
14 time, the cornerstone role of caregivers is to help patients take that next step with the promise
15 that when they do, they will feel better. At first, feeling better may simply translate into
16 feeling less pain. Eventually though, over time, with the development of new cognitive
17 habits, emotional feelings will transcend from negative to positive.

8.1 Motivation to Feel Better

18
19
20 The answer to the question "how do you feel" depends on what that person is dwelling upon
21 mentally. Questions such as "tell me, what is going on," "what is happening" or "what's up"
22 coupled with follow up questions such as, "how do you feel about that" or "how does that
23 make you feel" are appropriate questions to ascertain the current emotional-thought
24 correlations. The reason for asking these questions is to help a person begin to understand
25 and acknowledge the correlation between emotions and mental activities.

26
27 Answers to these questions will also help the therapists find the desires within their patients'
28 mental-emotional jungle. These desires can be harnessed as motivation to alter a patient's
29 current, negatively charged patterns of thoughts and actions into patterns of thoughts and
30 actions that feel better. The question "what do you want" develops focus. An answer

8.0 Cognitive-Emotional Therapy

1 demands a “fearless sifting and winnowing” (Wikipedia, *Sifting and winnowing*) of thoughts,
 2 experiences and desires, and a focus on that which is wanted and its associated positive
 3 feelings.

4 Whatever a patient’s desire may be, there is an underlying desire to feel good, to feel better.
 5 This desire is an important motivation to do the work necessary for improvement. Feeling
 6 good is also needed for activating the underlying neuroplastic changes in the brain that will
 7 lead to a new, different and improved lifestyle (Gorwood, Corruble, Faliisard, Goodwin,
 8 2008).

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

17 **8.2 Cognitive-Emotional Rehabilitation and Strengthening Exercises, aka, Wellness** 18 **Training (Your Superhero Toolkit)**

19 *All these tools are methods for changing destructive and aberrant cognitive activities into*
 20 *constructive and useful cognitive activities. This list of tools is, by any means, incomplete.*
 21 *As Aurobindio Ghose states in The Synthesis of Yoga “all life is yoga” (Ghose, 2015) and*
 22 *even work itself qualifies as a means to develop one’s cognitive muscles. Qualified experts*
 23 *are readily available in all these areas of endeavor. Emotions act as a guide because*
 24 *emotions give cognition feedback via their perception of the body’s physiological and*
 25 *biochemical state of being. These body conditions are generated by the cognitive activities of*
 26 *the reptilian and mammalian brains. Awareness of whether emotions are basic responses to*
 27 *reptilian cognitive activities or responses to complex mammalian cogitative activities, aids in*
 28 *the understanding that some tools will be more effective than others. Rather than*

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

4 **8.2.1 Focusing on That Which Is Wanted**

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

17 Individuals can’t focus on what they don’t want and simultaneously have positive emotions.
18 We may use positive words, but if the emotion behind our words is still negative, nothing
19 changes. When words and phrases are positive but the emotional state behind such words
20 remains negative, mental activity is still negative and unhealthy. The emotions connected
21 with the mental activities are the guiding factor or, more precisely, the physiological
22 biochemical alterations produced by cognitive activity that consciousness perceives as
23 emotions are the guide. Focus and awareness need to be on the emotional state. When it
24 changes from negative to positive, positive-sounding words become honest and in harmony.
25 The conversation revolving around a subject now leads towards health and well-being. The
26 challenge is to continue to modify the attributes of the conversation in this healthier direction
27 and to bring forth more and more positive emotions.

8.0 Cognitive-Emotional Therapy

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

8
 9

8.2.2 Reframing and Appreciating

10
 11 To appreciate a person or persons means to find something of “value” within them to focus
 12 on, which stimulates positive emotional responses. To appreciate a situation means to find
 13 something of value within the situation to focus on. Appreciation means to make the effort to
 14 dwell on some emotionally positive aspect of a person, place, or event that brings about good
 15 emotional feelings. “This rain means we can’t go for our walk, but we *can* catch up on our
 16 reading.” The subject matter doesn’t change. It hasn’t stopped raining, but the rain’s positive
 17 attribute is brought forward and the emotional state improves. Or as the saying goes, make
 18 lemonade out of lemons. The issue is found in the lack of understanding within these
 19 common phrases: ‘it is good’/ ‘it is bad’ or ‘it makes me happy’/ ‘it makes me sad’. All
 20 these common phrasings misplace the responsibility ‘I’ have in creating ‘my own’ emotional
 21 state of being.

22

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

28

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

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

8 **8.2.3 Touchstones**

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

22 **8.2.4 Acts of Kindness**

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

 8.0 Cognitive-Emotional Therapy

8.2.5 Distractions

1
2 Sometimes reframing may be too difficult. Then, instead of continuing to fixate on a subject
3 of angst that is just too unyielding to remold into a better feeling accord, it may be time to
4 step away from the subject and to mentally dwell on something else. The object here is to
5 radically change focus and to completely distract the mind and its current unproductive
6 activities onto something that provokes emotionally positive feelings. Go to a movie. Read a
7 book. Enjoy a bike ride or a walk in the park. If the emotions improve then the distraction is
8 working. The subject of angst can then be re-approached with a clearer head.

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

13
14 Going to a bar for a few drinks with friends may seem be a very effective means of
15 distraction, but much too often this distraction, just like drugs and medications, may be seen
16 as the final solution, and the subject of angst is never re-approached and resolved.

8.2.6 Meditation

17
18
19 Meditations, of which mindfulness is one type, are healthful activities whose function is to
20 remove consciousness from the mental chaos generated by daily life. Some meditations,
21 like focusing on one's breathing or on a spot on one's forehead, work on slowly quieting the
22 thought processes. The key is not to latch on or fixate upon a thought but to allow a thought
23 to pass through the mind. More mentally active, guided meditations take place when
24 someone leads the thought process. Yoga and tai-chi are even more active meditations that
25 involve the body. Running, biking, and rowing are activities that may also have the
26 meditative quality of quieting the mind. Monitoring the emotional state is the key to the
27 effectiveness of any meditation.

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

6 7 **8.2.7 Sports**

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

24 25 **8.2.8 Music and the Arts**

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

8.0 Cognitive-Emotional Therapy

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

8.2.9. Creative Writing and Writing Memoirs

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

8.2.10. Stop Going There

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

1 **8.2.11 Having Compassion for Self**

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

6
7 **8.2.12 Using Religious Ideals**

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

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

18
19 “Let go and let God” or “trust in Allah” are just a couple examples of how religious beliefs
20 can be used to bring about emotionally positive cognitive activities. The subject of
21 forgiveness may be about someone and their transgressions but, most importantly,
22 forgiveness is by and large for the injured. Forgiving someone is an act of letting go of a past
23 experience so that a new life may begin. Forgiveness is a way for a person to move on with
24 life so that they may be “reborn” into a better existence. Other words of comfort may
25 include:

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

27 (brainyquote.com)

8.0 Cognitive-Emotional Therapy

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

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

7
8 4) “The LORD is my shepherd; I shall not want...” Psalm 23 (King James Bible)

9
10 5) “Wherever you go, go with all your heart.” Confucius (goodreads.com)

11
12 6) “Happiness radiates like the fragrance from a flower and draws all good things
13 towards you.” Maharishi Mahesh Yogi (brainyquotes.com)

14
15 7) “There is no path to happiness: happiness is the path.” Gautama Buddha
16 (quoteideas.com)

17
18 8) “Before becoming a Sikh, a Muslim, a Hindu or a Christian, let’s become a human
19 first.” Sri Guru Nanak Dev Ji. (<https://beartales.me>)

20
21 **8.3 Cognitive-Emotional Wisdom in Therapy**

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

8.0 Cognitive-Emotional Therapy

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

24
25 A person may have to focus only on a very narrow and constrained view of the world in
26 order to access and use his or her emotional guidance. A person's world view may be limited
27 to a back yard or to the shadows on the bottom of a pool of water. But as healing occurs,
28 broadening the understanding of how to use emotional guidance in an increasingly vast and
29 complicated world becomes possible and necessary. Developing the cognitive-emotional
30 ability to function in society is one measure of health. A greater measure of health and sanity

8.0 Cognitive-Emotional Therapy

1 is to actually enjoy the opportunities society offers. Tens of thousands of years of human
2 evolution have developed within our species the capacity to use our emotions to guide our
3 cognitive behaviors towards a life of health and well-being.

4 **References:**

5 *Sifting and Winnowing*. Retrieved from

6 https://en.wikipedia.org/wiki/Sifting_and_winnowing

7 Gorwood, P., Corruble, E., Faliissard, B., Goodwin, G.M. (2008) *Toxic Effects of Depression*
8 *on Brain Function: Impairment of Delayed Recall and the Cumulative Length of*
9 *Depressive Disorder in a Large Sample of Depressed Outpatients*. American Journal
10 Psychiatry, 165:731-739

11 Davidson, R.J., Begley, S. (2012). *The emotional life of your brain*. New York, NY: Hudson
12 Street Press.

13 Dubuc, B. *The Brain*. Retrieved from

14 http://thebrain.mcgill.ca/flash/a/a_03/a_03_p/a_03_p_que/a_03_p_que.html

15 Ghose, A, (2015). *The Synthesis of Yoga*. Pondicherry, India: Sri Aurobindo Ashram
16 Publications Department

17 Goleman, D., Davidson, R. (2017) *Altered traits*. New York, NY: Penquin Random House
18 LLC

9.0 Emotional Guidance - The Dark Side

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

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

9.1 The Grand Illusion Feeding the Dark Side of Emotions

Humanity's current cognitive construct of emotions is illusionary. Emotions cannot overpower reason; emotions are the result of reason. Note that the meaning of emotion from the Oxford Living Dictionary, (Oxford Dictionaries, *Emotion*) "A strong feeling deriving from one's circumstances, mood, or relationships with others" does begin to catch this cognitive/emotional relationship. But their following sentence examples seem to reaffirm emotion's independent 'stand-alone' status:

- *'She was attempting to control her emotions'*
- *'He began to drink heavily and seemed quite incapable of controlling his emotions. 'How could she have let him do this to her, to affect her this way so that she had no control over her own emotions?'*
- *'He said the crash had devastated the entire station and emotions were still raw.'*
- *'When he does react, he makes sure that his rational side is always in control of his emotions.'*
- *'Her emotions were too strong, too raw, for her to be able to suppress them any longer.'*

 9.0 Emotional Guidance – The Dark Side

- 1 • ‘He said he could never condone her reaction but her emotions were
- 2 understandable.’
- 3 • ‘She loves the fact that there is an intensity about holidays that can spark strong
- 4 emotions.’
- 5 • ‘She hated letting other people see her cry, as if it was a point of shame to possess
- 6 human emotions.’
- 7 • ‘There has been an attempt to defuse aggressive emotions and any desire for
- 8 revenge.’

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

12

13 All the previous sections of this book have been an argument and explanation of a different
 14 cognitive construct of emotions: “*emotions are consciousness’s perceptions of the body’s*
 15 *biochemical physiology precipitated by cognitive activities.*” Thus, the construct that
 16 emotions produce various physiological, behavioral, and cognitive changes is a red herring
 17 for our psychological, psychiatric and pharmaceutical detectives. And most importantly,
 18 their patients and the mental health profession suffer greatly with the perpetuation of this
 19 grand illusion as ascribed to by most of humanity.

20

21 **9.2 The Emotional Guidance of “What Feels Good Is Good”**

22 To recapitulate what has been stated earlier, the cognitive construct of emotional guidance
 23 evolved out of the necessary correlative relationships between cognition, biochemical
 24 physiology, emotions and consciousness that promoted life throughout the ages. In the most
 25 basic biological sense, this means that “what feels good is good”. That is, cognitive activities
 26 that support a healthy, vital, and vigorous biochemical physiology must feel good. Any
 27 cognitive activities that depress health, well-being and survival that would also correlate with
 28 the conscious perception of good feeling emotions instead of bad feeling emotions, would
 29 promote behavior contrary to the existence of the species. This basic biological play
 30 between good and bad feeling emotions grows extremely complex as humans have evolved

9.0 Emotional Guidance – The Dark Side

1 an extensive and intricate cognitive neural circuitry to manipulate a multitude of cognitive
 2 facets and reflections of constructs, concepts, knowledge and awarenesses. But, no matter
 3 the complexity, the basic evolutionary correlation of health and well-being rests upon
 4 conscious manipulation of cognition and a return to good feeling emotions. Using one’s own
 5 emotions to evaluate one’s own cognitive iterations is called emotional guidance. The skill
 6 and gymnastics to manipulate these cognitive intricacies into joyous health, well-being,
 7 power, and freedom for self and others is called emotional wisdom.

9.3 Emotional Guidance Gone Wrong

10 Often nature’s wonderful cognition, biochemical physiology, emotions and consciousness
 11 correlation relationships have gone astray. Humans have evolved to be happy, joyous and
 12 healthy beings. Yet, this is far from our current status quo. An introduction to the how,
 13 where and why nature’s emotional guidance can go wrong is discussed in the following
 14 paragraphs.

9.3.1 Aberrant and Destructive Emotions

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

9.3.2 Emotional versus Cognitive Disorder Management

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

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

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

Of course, emotions can be sedated and artificially manipulated with chemicals or electronic implants. However, consider the analogy to using chemical pain management when setting broken bones after extreme physical abuse. Pain is a necessary consequence of physiological

9.0 Emotional Guidance – The Dark Side

1 harm and abuse. Not knowing if one’s leg is broken would have dire consequences.
 2 Artificial pain management may be necessary during healing, but with these
 3 pharmaceuticals, there is also a keen awareness of further physical abuse and damage
 4 because of the lack of honest and accurate pain feedback. Similarly, any artificial emotional
 5 management must be temporary and come with the keen awareness of continual and
 6 unrealized cognitive self-abusive behavior because of the lack of honest and accurate
 7 emotional feedback.

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

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

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

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

3
4 **9.3.4 Self-Indulgence**

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

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

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

27
28 Along with learning how and when to get on an emotional roller coaster for entertainment is
29 the necessary knowledge and skill to get off and stop this self-indulgent cognitive behavior
30 when desired. Also, allowing a book, concert, or play to drive cognitive emotional behavior

9.0 Emotional Guidance – The Dark Side

1 for entertainment is ethically different than allowing a salesperson or politician the same
2 unrestrained control and influence.

3
4 **9.3.5 Camouflage, Deception and Trickery**

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

10
11 Camouflage, deception, trickery, entrapment, and many, many other cunning devices have
12 evolved throughout the natural world and so to find these within humanity should be no
13 surprise. Who has not been given a very believable sales pitch from an apparently honest
14 and respectable person, only to be *had*? Sales and marketing have become a very powerful
15 force of human nature. Affective realism is the concept that the emotions that I feel when
16 observing an event, person, or object are also believed to be an inherent and intrinsic truth or
17 property of that event, person, or object. Sales and marketing have become masters at
18 creating the illusion of feels right for their own selfish interest and gain even to the detriment
19 of their customer. This deception of personal emotional guidance must be acknowledged,
20 understood, and be part of emotional guidance training and development within our
21 educational institutions.

22
23 **9.3.6. Affective Realism Gone Really Wrong**

24 *A father hires a nanny for his daughter and the nanny turns out to be a sexual predator. The*
25 *daughter keeps silent and her abuse goes on for years. The father, a very successful*
26 *businessman and powerful lobbyist, rather than accepting responsibility for his inadequacy*
27 *as a father and employer becomes a self-righteous crusader for “justice.” Regardless of*
28 *how innocent or abusive the encounter, he initiates a lifelong crusade damning tens-of-*
29 *thousands of people whose sexual encounters don’t meet his standard of propriety to a*
30 *lifetime of punishment, pain, and suffering. He continues with no acceptance of the fact that*

1 *all people, including sex offenders, have the neuroplastic capacity within their brains to*
2 *change, reinterpret reality, and to recreate a beneficial new reality and quality of life for*
3 *themselves and for all those around them. (ref. documentary film *Untouchable*: David Feige,*
4 *director.)*

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

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

22 23 **9.3.7 Cognitive and Emotional Entanglement**

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

27
28 Similar audience enthusiasm can be found at sporting events, musical concerts, and other
29 entertainment performances around the world. This massive infectious quality of emotions

9.0 Emotional Guidance – The Dark Side

1 can be found within even the smallest of interactions. It only takes two.... two on a dance
2 floor is beautiful, but two in a suicide pack is tragic.

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

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

19
20 "*The church also taught me the story of Jesus, the son of God, whom God sent to earth as a*
21 *defenseless human infant. Jesus spent 33 completely sinless years on this planet, only to be*
22 *brutally murdered as a sacrifice for me, because of me. I was born with my sinful nature and*
23 *no matter how good I try to be, how many prayers I pray or Bible study gatherings I attend, I*
24 *am ultimately a sinner — and the wages of sin is death. According to the church, I deserve*
25 *death, simply for existing. But the church also claims there's good news! Even though I*
26 *deserve death, Jesus' bloody crucifixion and subsequent bodily resurrection saves me from a*
27 *fiery eternal hell — all because I believe this supernatural story and earnestly accept the gift*
28 *of his grace. And because of this sacrifice, I owe him a lifetime of gratitude, worship and a*
29 *commitment to follow his commandments (even though, because of my human flesh, I will*
30 *always ultimately fail him)* (Baker, 2018, Nov. 11)."

1

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

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

6 b. Does her belief that she deserves death turn into a belief that she and others deserve
7 to be executed for lack of obedience to *His* laws?

8 c. Should others die because they don't express the appropriate faith as was decided
9 during the Spanish Inquisition, the Salem Witch Hunts, the Jewish Holocaust, or the
10 extermination and genocide of the Indigenous populations of the two continents of
11 the Americas?

12 d. Does all this belief and faith in death and deserving of death translate into a breaking
13 point where somebody goes ‘crazy’ and burns up a church or shoots up a Synagogue?

14 e. Or how about “just” punishment within the judicial system of the USA including
15 capital punishment, that ignores neuroplastic changes within the brain which offer
16 opportunities in rehabilitation and recidivism reduction.

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

20

21 **9.3.8 Core Beliefs: The Good, the Bad, and the Ugly** (Vincenzoni, Leone, 1966)

22 The definition of a core belief can be very complex under the epistemological view called
23 foundationalism, or a core belief can have a simple, useful definition of – commonly
24 accepted thoughts and ideas held without question. I have done my best to outline how a
25 commonly accepted understanding and definition, that is the core belief, of emotions has
26 outlived its usefulness. Any discussion of emotions can and should be thought of in their
27 simplistic sense rather than within some complex theoretical view, reserved only for a very
28 highly educated few. Simply, there exists something commonly called emotions that we feel,

9.0 Emotional Guidance – The Dark Side

1 and it feels good or it feels bad. The great question is not really “how do you feel?” but
2 “how do you want to feel?”

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

13

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

22 Justification for the domination of one people over the other, for the enslavement of a people,
23 or even for the extermination of a people has somehow always found a foothold somewhere
24 within the human psyche. Even today, war wages, individuals are tortured, and children are
25 ripped away from their families in the most *advanced* civilization ever to exist. This same
26 culture justifies the deaths of the 45,000 people who die annually because of lack of health
27 care (Cecere, 2009) so the richest people in the nation can have even more wealth. As a

1 world, the people in power justify more wealth in exchange for the deaths of 10 million
2 children who die yearly from lack of health care (Associated Press, 2008).

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

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

12 13 **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

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

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

26
27 Mammalian ethics is a metaphor for a complex, and sophisticated cognitive mind/brain
28 processor. Mammalian ethics is about thought and reason, a might *for* right attitude. It is not
29 because I have the power it is right but what is right? If I have the power of deception, what
30 is the right use of deception? If I have the power to decide, what is the right decision? Life

9.0 Emotional Guidance – The Dark Side

1 is not so simple: there is a vast array of ideas and meanings to life in which “what feels good
2 is good” is a complicated ideal that needs deliberation and thought.

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

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

9.5 Out of Darkness: The Intentional Life

27 Emotional guidance is about coming to an internal place of emotionally feeling good. The
28 brain/mind has such wonderful qualities of allowing. The ability of individuals to adapt into
29 thousands of vastly different and complex cultures is astounding. But ultimately, a clash of
30 ideals arises against society’s rules of behavior. Individual conflicts with statutory rules,

9.0 Emotional Guidance – The Dark Side

1 class rules, house rules, and ‘my’ rules and customs are inevitable. But maybe here, “what
2 feels good” is good has not gone wrong.

3
4 Compassion for one’s own family members may seem natural, but stewardship of other
5 people and beings of the planet can and should become just as natural. What need are the
6 deaths of great whales, magnificent sharks, or ancient turtles satisfying? A rare life on this
7 planet should be respected, glorified, and honored, not needlessly destroyed and harvested
8 for its resources. Individual wealth and power may not necessitate a greater stewardship of
9 others who occupy this planet, but wealth and power should not lessen one’s respect for the
10 other beings who occupy this planet. Modern science and technology’s greatest gift to
11 humanity is the capacity to respect the life of this planet. Might does not make right, but it
12 does make for the capacity to contemplate what is right.

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

19
20
21 **References:**

22 Associated Press (2008, May 6). 10 million children die from lack of health care. Retrieved
23 from: http://www.nbcnews.com/id/24482102/ns/health-childrens_health/t/million-children-die-lack-health-care/#.XED37s1MGUk

24
25 Baker, E. (2018, Nov 11) *My evangelical church is gaslighting me, but I refuse to fall for it anymore*. Retrieved from: https://www.huffingtonpost.com/entry/evangelical-christians-trump_us_5bfc326de4b03b230fa57ae9.

26
27
28 Cecere D. (2009, September 17) *New study finds 45,000 deaths annually linked to lack of health coverage*. The Harvard Gazette
29

9.0 Emotional Guidance – The Dark Side

- 1 Encyclopaedia Britannica. *Cognition: Thought process*. Retrieved from
2 <https://www.britannica.com/topic/cognition-thought-process>
- 3 Kaneda, T, (2018, May 19) *How many people have ever lived on earth?* Retrieved from
4 <https://www.prb.org/howmanypeoplehaveeverlivedonearth/>
- 5 Oxford Dictionaries, *Emotion*. Retrieved from
6 <https://en.oxforddictionaries.com/definition/emotion>
- 7 Vincenzoni, L., Leone, S. (1966), [Produzioni Europee Associate \(PEA\)](#) (The Good, the
8 Bad, and the Ugly a film produced by Alberto Grimaldi) Director: Sergio Leone
9 Director, Writers: Luciano Vincenzoni, Sergio Leone.
- 10 Wikipedia, *Emotion*. Retrieved from <https://en.wikipedia.org/wiki/Emotion>).
- 11 Wikipedia, *WW II casualties*, Retrieved from
12 https://en.wikipedia.org/wiki/World_War_II_casualties

1

10.0 Conclusion

10.0 Conclusion

1
2
3 The human spirit is intertwined within a massive collection of neural networks and circuits.
4 Evolution has guided all these interconnecting relationships into a highly functioning being
5 who learns and grows and strives for a joyous collaboration with his or her internal and
6 external environment. The nature of being is to be healthy and to live a joyous life. Those
7 who haven't naturally grown into this wonderful connection may need help and guidance in
8 utilizing an emotional system that has evolved to guide their cognitive universe.

9
10 Well-being begins with an appreciation and understanding of the remarkable emotional
11 guidance circuitry found within each and every person. Those striving to become well may
12 need the help of a psychology and psychiatry discipline that honors and promotes the
13 emotional system as an evolved biological sensory system of the human spirit. Some people
14 may need the help of pharmaceuticals specifically designed to help them manage their
15 cognitive behaviors with the guidance of their emotional system. And with successful
16 psychological rehabilitation, there is a need for a progression of less invasive medications
17 that allow – and demand that – individuals be more responsive to their own emotional
18 guidance.

19
20 Psychology and psychiatry can heal. They can free the mind from its bondage of past
21 injuries and reestablish the power of consciousness to respond to its own emotional guidance
22 in ever new, healthful and creative ways. Despair, frustration, anger, hate and depression
23 should not serve as fuel for acts of violence, war and suicide. Instead, they should serve as a
24 springboard of awareness for the need and priority to.... STOP ...to stop the downward
25 spiral into hell.

26
27 There is an array of neural networks associated with positive emotions, physiology and
28 actions, a second associated with negative emotions, physiology and actions, and a third that
29 inhibits and freezes action. The inhibitory neural network provides the circuitry to stop and

10.0 Conclusion

1 to **not act**. Activation of this neural network is the backbone of humanity's genius and
2 ability to stop and take a moment to reflect, reevaluate, and alter their destiny. From a
3 mental locus of great pain and anguish there exist steps to lesser pain, from which exist steps
4 to no pain. Eventually these clear and iterative improvement steps will lead to new places
5 and **acts** of appreciation, joy, and passion. The value of therapy, psychology, and psychiatry
6 to help a person retrain his or her mind cannot be underestimated. A new life can be reborn
7 and that is a very wonderful event.

Part 4:
Essays on Emotional Wisdom

(A) Nets on Fire: Making the Air Electric 215
(B) Criminal Law and Justice Lagging Psychological Advancements 219
(C) Memoir: Hell on Earth (As Is Heaven) 223
(D) Cognitive Reconstruction Between Emotions and Meditation..... 237

1

1

2

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

3

(rev2007-01-29)

4

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

14

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

21

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

(A) Nets on Fire: Making the Air Electric

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

9

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

21

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

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

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

3

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

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

17

18

19 Andrew Jackson

20 2007-01-29



(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

**References:**

26
27 Jackson, A. (2019). *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions*
28 *and Consciousness*. Retrieved from, <http://emotional-evolution.com/>

29 Benko, J. (2015, March 26). "The Radical Humaneness of Norway's Halden Prison". The
30 New York Times. Retrieved from

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

1 [https://www.nytimes.com/2015/03/29/magazine/the-radical-humaneness-of-](https://www.nytimes.com/2015/03/29/magazine/the-radical-humaneness-of-norways-halden-prison.html? r=2)
2 [norways-halden-prison.html? r=2](https://www.nytimes.com/2015/03/29/magazine/the-radical-humaneness-of-norways-halden-prison.html? r=2)

3

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

(rev2019-11-23a)

1
2
3
4 *I was mentally insane with delusions and voices flying around my head. I was crying out for*
5 *God to kill me. I blacked out and awoke with a rope in my hand to make it all end when a*
6 *voice asked me, “Can you go on?” I got myself back into a mental hospital and stayed alive. I*
7 *awoke in a padded cell. They doped me on medications and endlessly, minute by minute, hour*
8 *by hour, day after day I spent walking the hospital halls. When released, nightly I roamed the*
9 *deserts around El Paso until I ended in jail, beaten and bruised but still picking a fight with the*
10 *biggest man in the cell. My wife demanded a divorce. Again, a voice wanted me to stay alive*
11 *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 roamed
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
28 **Knock-Knock:**

29 His world was green, vital, and alive with tall fox tail grasses growing in the pastures and rows
30 upon rows of corn in the fields vibrating with energy. Always barefoot, he now carefully

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

1 climbed the wire fence that held in the farm’s Black Angus cattle. His mother wanted to name
2 him Angus, but the eventual decision was Andrew, or Andy for short. He liked those big black
3 cows and he learned that his name, Andrew Jackson, was special.

4
5 There was a special trick to climbing a fence barefoot and he had figured it out long ago. The
6 key was to put the wire just in the right spot on the ball of your foot. It also helped to pull with
7 your hands, again putting the wire in an especially thick part below the fingers. Then you
8 always climbed at a wooden fence post – not those skinny steel ones – because you had to
9 climb high enough and put both hands on top of the post. This allowed you to take all the
10 weight off your feet and swing them over the top of the fence. This was particularly important
11 if there was a strand of barb wire running along the top, which, since this fence had to keep in
12 some cattle, it did.

13
14 He was only 5 years old and the fence was very big. His efforts paid off as he was now lying
15 on his back, oblivious of the roaming cattle, on a little rounded knoll in the back-pasture gazing
16 at the white cotton clouds shifting and dancing across the bright blue summer’s sky. As the
17 clouds appeared and rolled and churned within their bright blue canvas, he called out the
18 shapes that appeared before his gaze. A dragon with his fiery breath suddenly loomed over the
19 land. And then a mighty horse appeared, just over to the left of the dragon, running to chase it
20 down. There were many characters in the sky but after a while he grew tired of this game and
21 that is when he heard a voice.

22
23 “So, what do you want us to make?” he heard the clouds ask.

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

27
28 “How about a crocodile?” he exclaimed.

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

5
6 After a while, he got up, stretched his arms and legs and walked home without a second
7 thought about his artistic friends in the sky he had been playing with. He was hungry and
8 looming ahead was a fence to climb and his feet were bare and a thistle may appear from
9 nowhere. He turned his head for one last look; in the sky above his head, a Phoenix appeared
10 with his wings spread half way across the sky.

11 12 **Who's There?**

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

19
20 The night was cool and brisk and so Andy buttoned the top button on his green, wool Army
21 Surplus jacket. World War II had just ended a little over ten years ago and Pepper used the
22 extra surplus as a means to save money. Unfortunately for Mom, or Kathryn depending on the
23 situation, these were dress jackets and she had to sew in an extra button and hole to close off
24 the neck. Unfortunate for the three boys in the family, the wool was scratchy under the chin
25 and the jackets were short and cut off at the waste. There was always a cold gap exposing the
26 skin to minus twenty-degree temperatures and blowing snow in the winter.

27
28 As they walked between the barn and the tobacco shed, now laced with pig pens – growing
29 tobacco had once been very common on these old farms – Andy stretched and looked around
30 and found the Big Dipper through the leaves of a giant maple bordering the driveway. He

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

1 couldn't always find the North Star, but he knew where to look. Pepper had taught all the kids
2 how to line up the last two stars of the big dipper. The North Star was behind him and so Andy
3 knew they were headed South. But that was just a mental exercise because he already knew
4 how the farm laid out to the compass headings.

5
6 "Where are you going?" Andy asked his dad while trying to keep up with his long strides.

7
8 "I thought I would go out back and check out the corn."

9
10 It was nearing the end of corn growing season. It was important for every farmer to go out into
11 the fields and husk out an ear or two of corn to see how kind the weather was that year. A
12 good season meant a little extra food for the animals that didn't need to be bought at the local feed
13 store and a little extra change in the pocket. Andy was oblivious to the finances and never
14 became privy to them until Pepper died some fifty years later.

15
16 As they stood out beside the sow house, as the last little building was named, Pepper looked up
17 at the stars. Andy stared up with him in silence. There was something big, and huge, and
18 mysterious going on with all those stars way up there and Earth way down here floating like a
19 giant marble in space. It was a silent moment of reverence for some great unknown vastness.

20
21 "I wonder what is behind the stars?" he heard Pepper quietly speak as if he himself was in
22 some mysterious place.

23 "Behind the stars?" Andy thought to himself. "Behind the Stars?" Then it hit him like an
24 avalanche careening down the mountain. There was something behind the stars! He was
25 looking up at a wall, or a ceiling, or a floor, he didn't know what. But he could feel something
26 beyond and behind.....the stars! It was the Universe. And... the Universe was alive.

27
28 **Camelot:**

29 My parents love of nature and for each other was passed on to us kids with our many
30 picnics on the Wisconsin River and at Devil's Lake, sailing with whales in the Sea of

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

1 Cortex, the many skiing trips to the mountains out west, and camping and canoe trips to the
2 Boundary Waters and Quetico Canoe Areas. During my seventh-grade year, they built a
3 camper and took us and our school books for three months of exploring the wester national
4 parks, two months of camping on Mexico's Pacific shore and a month of skiing at Crested
5 Butte, Colorado.

6
7 But my father's fortuitous years of abundant love, joy, and the unbridled emotions of his
8 youth were shattered with the suicidal deaths of his sisters and the brutal reality of WWII
9 training in the Tenth Mountain Division until an ulcer put a hole in his stomach. Even the
10 struggles, hardships, and unfamiliar challenges of his early years as a farmer lay cracks in
11 his self-esteem as a successful scholar and academic. These emotional chasms were passed
12 onto me by his absolute demand of obedience. The consequences of disobedience were
13 clearly demonstrated by my witness of his demonic anger while impaling a cat with a pitch
14 fork that mistakenly wandered into the basement of our farmhouse. The howls and
15 screams of that skewered cat in the violent convulsive pathos of its death haunt me to this
16 day. Beneath my father's benevolent exterior laid a dormant volcano of unresolved
17 nightmares ready to erupt with uncontrollable anger. Survival became dependent on
18 knowing not my own emotional state, but his.

19
20 **Mania**

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

28
29 I listened to, and tried to make work, the ideas told to me by the many therapists,
30 psychologists, and psychiatrists in my life. It was not working for me. I could not make their

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

1 world of mental illness, hospitals and medications my life. I was not going to be able to keep
2 myself alive in this hell much longer... I did not know what to do. This usually meant a
3 brainstorm of negative thoughts which would escalate an emotionally negative situation further
4 along the downward spiral. Like a run-away train down a mountain, there is not going to be a
5 good outcome. Or, a brainstorm of positive thoughts which would escalate a situation spiraling
6 upward out of control into manic wonderland. Like, Icarus flying too close to the sun, disaster
7 ensued.

8
9 Mania, or depression was all internally suppressed until some constraining dam broke, flooding
10 my life with an uncontrollable swirl of unfathomable realities. I had been trained not to
11 complain about aches and pains. In the cold of winter growing up on a farm, chores were to be
12 done. Emotions, like frost bit fingers, if there wasn't a medical necessity and the pain could be
13 tolerated, keep quiet and do your job. I had broken my arm, dislocated my wrist, broken my
14 collarbone twice, stepped on nails that went through my foot, as well as tolerating dozens of
15 slivers imbedded into my hands and feet. I had learned to take my frozen hands and run them
16 under lukewarm water. When the severe pain stopped, they were thawed out. Pain, physical
17 or emotional, was a part of life. You tolerated it and kept working. Disobedience was not an
18 option. That is life. My emotional pain was inconsequential and to be tolerated – or so I
19 thought.

20
21 My hospitalizations were for psychotic-mania. My depression symptoms were ignored,
22 except one time around 1988 when I was in grad school for my first Master's in Industrial
23 Management Technology from the UW-Stout, Menominee, WI. I told my psychiatrist that I
24 was having a particularly hard time in a relationship and could he give me something. A week
25 later, I "awoke" from another black out period. I was in a classroom with the teacher handing
26 back tests, including mine. I have no recollection of going to classes, taking this test or
27 anything else over the previous week.

28
29 Another time, after being released from the mental hospital from some psychotic-manic
30 episode, I was on 5-6 different medications. I really tried to keep them straight in one of those

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

1 7-day med containers, but to no avail. My mind and body were really messed up. My meds
2 were all screwed up. The clock said 5:35 in the morning. My mind was breaking. I reeled in
3 pain, twisting and turning for hours. I looked at the clock. It said 5:41. Six minutes had passed.
4 I blacked out. I awoke with a rope in my hand going to hang myself. A voice asked me, “can
5 you go on?” I said, “yes”. Somehow, I got myself back into the hospital.

6
7 My basic medications were Tegretol and Klonopin. I can’t remember the others except I was
8 first given lithium. I quit taking it because of the side effects and ended up going psychotic.
9 Another drug, Haloperidol, I called “the death drug” because of its horrendous side effects. If I
10 felt I was going manic or psychotic, I would take some and “die” in pain for a day or two. The
11 misery it caused was almost unbearable, but it kept me out of the hospital (most of the time).
12 Other times, I just went psychotic. Hell is hell.

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

21
22 Another time, in 1990, I “awoke” with my mother in a drug store. Somehow, I was now in
23 Madison, WI, 200 miles from UW-Stout where I had just finished my second master in Tech
24 Education. We were getting my prescriptions refilled. I carefully started probing about the
25 circumstances. I was on my way to teach industrial management in Xianyang, China. I have
26 no idea of how many days or even weeks had gone by. Apparently, I had “lost” about 10
27 months of meds for my trip. We got my meds refilled and the very next day I was on my way
28 to China.

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

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

8
 9 *Not until the illusion of emotions is understood will the power of emotions be revealed.*

High Desert Pilgrimage

10
 11
 12 Call it chance, call it luck, call it what you will.... I left my job as quality manager and
 13 followed my wife, a first-generation Chinese from Rio de Janerio, to El Paso, TX where she
 14 had gotten a “better job”. Everything kept getting worse. I was ready to die when, through the
 15 power and strength of my wife, I met 3 key *healers* who reintroduced me to a long, lost
 16 stranger, my joyous self.

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

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

1 Another person who taught self-empowerment through joy was Esther and her inner circle of
2 friends called Abraham. They introduced me to the power of my inner guidance through
3 listening to my emotions. They spoke of *emotional guidance* as the key to my inner strength
4 and power and connection to my inner-being. As a cognitive-emotional cripple, I did use my
5 emotions to guide me to a place of respect, of honor, wealth, justice and freedom.

6
7 Then I met the “Salsa Doctor,” so called because he played in a salsa band in Ciudad Juarez.
8 Like a hamster running nowhere on a wheel in a cage, I was caught in an endless loop of being
9 drugged when on medications and going psychotic when off medications. He actually worked
10 with the idea that I could get better. As I gained more control of my psychotic mind through
11 the guidance and power of my emotions, I needed less invasive medications.

12
13 It was 1992 and I was in the high deserts of El Paso, TX, when I initiated my “Program to
14 Freedom” (in deference to Fort Bliss). I was betting my life that on a new idea that came to
15 me. For over a decade all my psychiatrists told me I had a bio-chemical “imbalance. If I was
16 depressed, manic, or psychotic and I had a chemical imbalance, then when I felt better would
17 my *chemical imbalance* be more of a *chemical in-balance*? That is, in the times when I felt a
18 little better, or actually less bad, was my biochemistry also a little better? I became my own
19 lab-rat.

20
21 Every time I had previously stopped taking my medications, I eventually went psychotic, only
22 to prove my doctors and parents right, that mental illness was a lifetime sentence and a lifetime
23 of medications. I always felt they were wrong and this time I was going to prove it. I worked
24 very hard over these next few years to change my mental-emotional state to change improve
25 my bio-chemistry.

26
27 I started applying an idea of using my emotions to guide my behavior, especially to guide my
28 mental behavior of what I was thinking, dreaming, imagining or even contemplating. It was
29 obvious to me that my emotions correlated to my mental activities. I was betting that these
30 cognitive activities also correlated with my bio-chemistry. I began to use my emotions to

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

1 guide my mental activities to improve my “bio-chemical imbalances.” If a thought brought
2 about an emotionally negative response, I would make attempts to “eliminate the negative.” If
3 a thought brought about an emotionally positive response, I would make attempts to
4 “accentuate the positive.” I was becoming more confident with the success of my “Program to
5 Freedom” and its path to my recovery.

6
7 I must admit that 1995 was not a good year. A couple of manic episodes ended up in the
8 mental hospital and the last one ended up in jail with my wife asking for a divorce. I
9 understood completely and I was very sorry I couldn’t be the person she married. That person
10 was alive because of the medications he took but he was also dying because of those same
11 drugs.

12 By the end of 1995 I had again stopped taking any medications though I still depended on
13 cigarettes to ease my turbulent mind. I was rolling my own...Bugle Boy tobacco. I couldn’t
14 afford the commercial variety. I started to go a “little” manic and was spending my nights
15 walking the desert mountains around El Paso. I emptied a 2gal coffee maker daily trying to
16 keep up with my mania. Eventually I came down, though with a couple more tattoos, but I was
17 able to stay sane enough to stay out of the hospital. That was my last manic episode. I stopped
18 taking my meds, permanently. In 1996, I saw my last psychiatrist.

19
20 In May of 1996 I left El Paso, TX and returned to my roots in Madison, WI. I sold my
21 grandmother’s prized secretary desk, which I had inherited, to pay for an airline ticket home to
22 Madison, WI where I had family. I shipped what few other possessions I had. My ‘ex’ drove
23 me to the airport and I never saw her again. I was going home to start a new life. I heard years
24 later that she had died of cancer. I was really pissed at her. I had gotten her citizenship and a
25 divorce so she would no longer be constrained by my illness. Finally, she could live the life she
26 deserved. She becomes free and dies....

1 **Homeward Bound**

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

10 My first psychotic episode was in 1979. Because I always felt psychological and psychiatric
11 “science” was wrong, I was on my own. I was exploring unheard of territory, a territory
12 forbidden to me by an industry dependent on medicating mental illness and my well-meaning
13 family who would not listen to my “insanity”. After over a decade of “their insanity”, in 1992
14 I began attempts to change my bio-chemical balance by correlating my emotions with my bio-
15 chemistry. It took me four years to “regain” some semblance of mental-emotional health and
16 well-being. After four more years of “stability”, it took several more years to stop using
17 tobacco as a crutch. That was an acceptable transition for me.

18

19 It is now 2019; I am happily remarried, retired from mechanical engineering and living a good
20 life...sailing with friends in the summer, football game parties in the fall, winter skiing trips
21 with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing flips
22 and ‘helicopters’ off any little mogul) and with spring as a time of earth’s great green revival
23 from a winter of sleep reminding me of my youth on the farm.

24

25 **Plato’s Cave**

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

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

1 wish to explain the methods I used, and that everyone can use to improve their mental and
2 emotional well-being.

3
4 For the past fifteen years I have been working on a paper explaining my return to well-being. I
5 have written and re-written this paper 100's of times. These ideas have now evolved into a
6 psychology of their own.... Symbiotic Psychology. The book is "*Symbiotic Psychology: The
7 Synergy Between Mind, Body, Emotions and Consciousness*" and presents a scientific
8 argument and logic identifying where the mental health academia has gone wrong.

9
10 There is a correlative relationship between cognition, emotions, and biology, but instead of
11 emotions changing the body's biology as modern psychological theory professes, emotions are
12 a sensory awareness of the biological states/changed precipitated by cognitive activities. The
13 world that erupts with this paradigm change presents an idea of self-empowerment where
14 anyone, with diligent awareness to their own emotional guidance, can better their lives with
15 greater mental and physical health, well-being, and prosperity. And for the
16 cognitive/emotionally injured, there is a path out of hell to a life of wellness and well-being
17 free from doctors, therapists and medications. The book is laid out as a website for anyone to
18 use on <https://symbioticpsychology.com/> where the book can also be downloaded as a PDF.

19
20 Over the last year, I sent emails to over 18,000 individuals within the university academia
21 around the world explaining the flaws and dangers of current psychological emotional theory.
22 They have yet to understand; one day they will hear.

23
24 *Do not fixate on the broken and mangled hand, for it is indeed a soreness to any beholder.*
25 *The message is not within the hand, nor within the moon and stars at which it points but*
26 *lies within another Universe that surrounds us – known only through its quiet revelations*

27
28 Andrew Jackson
29 Rev2019-10-20b



1

1

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

3 (rev2018-11-30)

4

5 *The illusion of emotions is to believe that destructive and aberrant emotions are driving mental*
6 *activities instead of emotions being a reflection of destructive and aberrant cognitive behavior.*

7 *It is cognitive behavior that is accessible for consciousness to act upon and modify.*

8

9 The meditation discipline and training of Tibetan Monks and Lamas provide them insights
10 incomprehensible to the ordinary person. But only those who have the opportunity, time, and
11 resources to commit to their enlightening meditative methods can have access to Tibetan
12 Buddhism's vast depth of knowing. There are millions of others around this Earth who, as yet,
13 do not have the inner drive, strength, and power to obtain the knowledge and wisdom
14 associated with thousands of hours of meditation. But they can take a step closer. Humanity
15 has the internal wisdom to take another step out of their ignorance.

16

17 I wish to speak of meditation, contemplation and other cognitive acts of knowing and I wish to
18 speak of these mental activities' relationships to emotions and the body. I wish to develop and
19 extend the definition and understanding of emotions into a concept that appreciates the
20 existence of emotions. Emotions have a common definition within the mass consciousness.
21 The time has come to change this definition that has been used for millennia. Mass
22 consciousness is ready for a more accurate understanding of the relationship between mind,
23 body, and emotions.

24

25 If a meditative activity results in negative emotions, are not emotions providing insights into
26 the effectiveness, or ineffectiveness, of the meditation? Are not the emotions of peace and joy
27 the indications of a successful contemplation of knowledge? Do not emotions aid in the
28 understanding of the effectiveness, or ineffectiveness, of meditations and contemplations? If a
29 meditator experiences negative and destructive emotion, are not these emotions indications of
30 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



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

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

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



“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 biochemical physiology 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.
