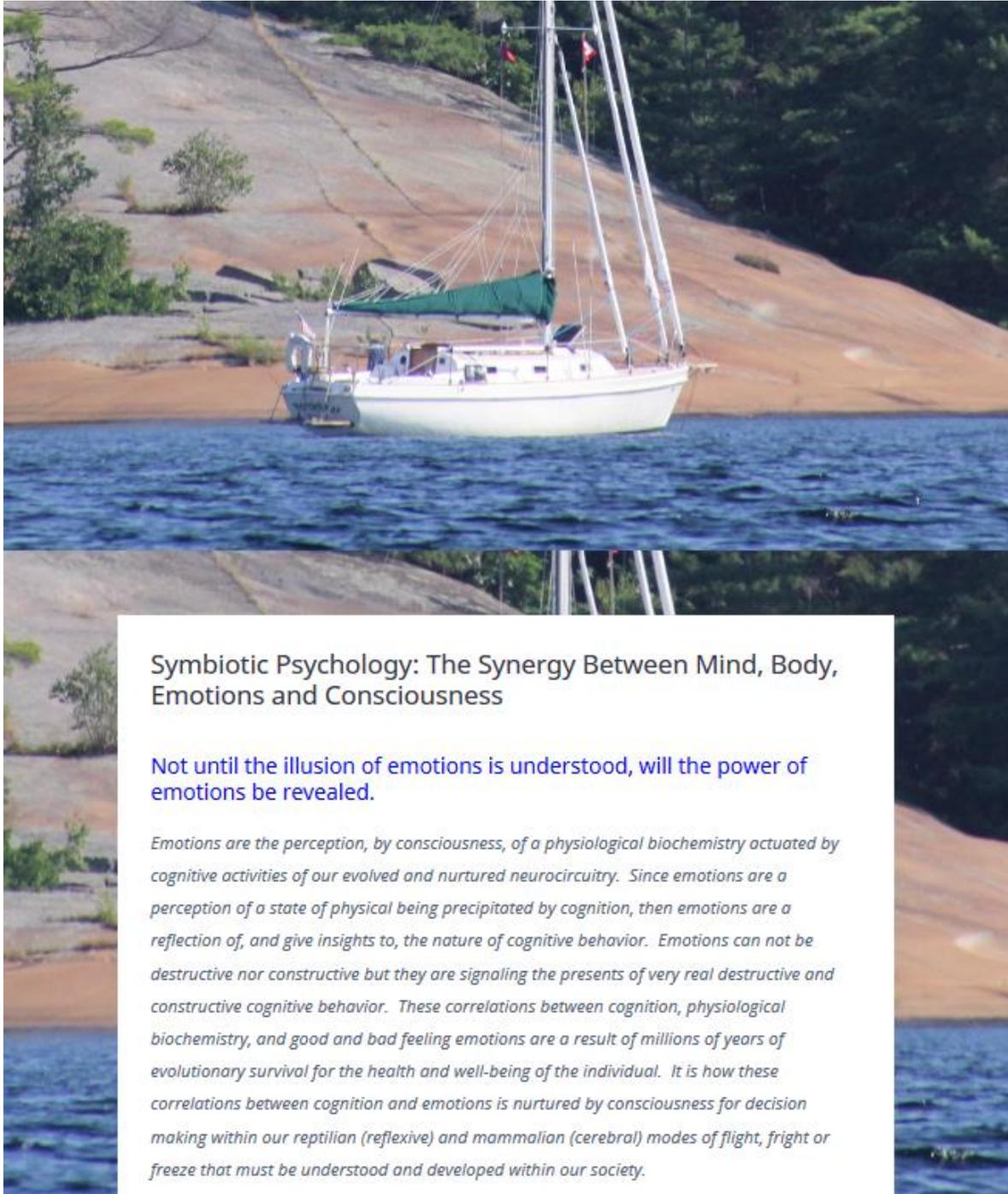


# Symbiotic Psychology: The Synergy Between Mind, Body, Emotions and Consciousness

(rev2018-11-19a)



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

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

*Emotions are the perception, by consciousness, of a physiological biochemistry actuated by cognitive activities of our evolved and nurtured neurocircuitry. Since emotions are a perception of a state of physical being precipitated by cognition, then emotions are a reflection of, and give insights to, the nature of cognitive behavior. Emotions can not be destructive nor constructive but they are signaling the presents of very real destructive and constructive cognitive behavior. These correlations between cognition, physiological biochemistry, and good and bad feeling emotions are a result of millions of years of evolutionary survival for the health and well-being of the individual. It is how these correlations between cognition and emotions is nurtured by consciousness for decision making within our reptilian (reflexive) and mammalian (cerebral) modes of flight, fright or freeze that must be understood and developed within our society.*

**By: Andrew Jackson**

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



# **Symbiotic Psychology:**

**The Synergy Between**

**Mind,**

**Body,**

**Emotions**

**and Consciousness**

**Symbiotic Psychology**

**Madison, WI U.S.A.**

# *Contents*

Preface.....	v
Forget Hollywood, Be Your Own Super Hero.....	vii
1.0 Abstract.....	3
1.1 Introduction to Symbiotic Psychology.....	6
1.2 Cognition, Emotions, Physiology and Neurology.....	7
1.3 The Four Postulates of Symbiotic Psychology.....	8
1.3.1 Emotions are a Consequence of Cognition .....	8
1.3.2 Evolved Cognitive/Emotion Correlations.....	9
1.3.3 “Feels Good is Good” .....	9
1.3.4 Capacity to Change and Adapt.....	9
1.4 Author’s Note.....	10
2.0 Emotions as an Evolved Biological System.....	15
2.1 The Mind/Body/Emotion Correlation: Evolution’s Impact.....	16
2.2 Cognitive Imagination and Evolution.....	18
2.3 Conclusions.....	20
3.0 Depression: Mental “Illness” or Mental “Injury” .....	23
3.1 Cure an Illness; Rehabilitate and Injury.....	24
3.2 Responding to a Neurological Emotional Guidance Network.....	25
3.3 Conclusions.....	26
4.0 Cognitive/Emotional Rehabilitation.....	29
4.1 Emotional Guidance.....	20
4.2 Defining Mental Health and Well-Being.....	31
5.0 Psychological Therapy.....	33
6.0 Pharmaceutical Therapy.....	39
6.1 Psychiatric Medications Designed for Healing?.....	40
6.2 Masking Neurological Processes.....	42
6.3 New Opportunities in Medicine.....	43
7.0 Cognitive-Emotional Wisdom.....	45

7.1 Development of Cognitive-Emotional Wisdom.....	47
7.2 Cognitive-Emotional Wisdom in Education.....	50
7.3 Criminal Justice Reform: The Unalienable Rights.....	53
7.4 Reframing Antisocial Personality Disorder.....	56
7.5 Military Personnel Decommissioning.....	58
7.6 The Wisdom of a Champion: Let Joy Reign.....	59
7.7 Emotions in the 21 <sup>st</sup> Century.....	63
8.0 Cognitive-Emotional Therapy.....	67
8.1 Motivation to Feel Better.....	69
8.2 Exercises in Cognitive-Emotional Rehabilitation.....	70
8.2.1 Focusing on That Which Is Wanted.....	71
8.2.2 Reframing and Appreciating.....	72
8.2.3 Touchstones.....	74
8.2.4 Acts of Kindness.....	74
8.2.5 Distractions.....	75
8.2.6 Meditation.....	76
8.2.7 Sports.....	77
8.2.8 Music and the Arts.....	78
8.2.9 Stop Going There.....	78
8.2.10 Having Compassion for Self.....	79
8.2.11 Using Religious Ideals.....	79
8.3 Stopping the Runaway Train.....	80
8.4 Cognitive-Emotional Wisdom in Therapy.....	81
9.0 Conclusions.....	85

## Preface

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

Looking at the oil engine light flashing on the car's dash should raise an alarm that something is amiss, such as: 1) the oil level is low, 2) the oil needs changing, 3) the oil pump clogged or worn out, 4) a gasket broke on the oil filter, 5) the sending unit could be defective, etc. The oil light is not the problem. It is not destructive. It is not a disorder. The light is doing its job indicating something amiss in the works which could prove to be disastrous if misunderstood and ignored.

I am arguing for a different emotional paradigm analogous to the dashboard oil light. Emotions are the perception of the body's physiological biochemistry precipitated by cognition. And, therefore, there is not an emotional disorder of depression, but a cognitive disorder of depression. Suicide is not an emotional issue, it is a cognitive issue. Emotions are only reflecting cognitive self-abuse. I am saying that the mental health academia needs to approach mental health issues from an evolved symbiotic relationship between cognition, physiological biochemistry, emotional perception, and consciousness.

My end argument is that individuals must be empowered through training and education to exploit their emotional system, that they may use their emotions as evolved with any medications gradually eliminated as the patient becomes more proficient in utilizing their emotional guidance.

But a lifetime of believing in emotional destructiveness and disorders rather than emotions as a reflection of cognitive destructiveness and disorders may be a barrier more that my words can penetrate. Yet, this is where a cure can be found would one dare to look and imagine.

Andrew Jackson  
2018-11-19





# Forget Hollywood, Become Your Own Super Hero

(rev2018-11-19a)

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

How bad is it? How bad do you want what you don't have? How bad do you want to have the good life that others have and you don't. If you are a prisoner, in jail, what do you want? If you are angry and mad at everything in the world, what do you want? If you are alone, hiding in a room never wanting to see the light of day, what do you want? If you are in poverty, living in filth, dirt, with never enough food or warm clothes, what do you want? If you are sick and in misery, what do you want? If you are depressed with nowhere to turn but death, what do you want? If you are on drugs or alcohol and your life is in ruins, what do you want? If all you do is go to work day after day after day with nothing to bring home, what do you want? If you are literally in jail or figuratively imprisoned within your own mind, and hate your life..... if you can't understand how to free yourself from your own poverty, mental anguish, and violence that are the iron bars that have captured your life of joy and freedom..... if you are a person wasting away in the gutter, without a home or friend needing to change your life then maybe you are ready to join the knights of old in their quest for honor, wealth, justice and freedom. If you are an athlete needing to win, or an artist needing to express or if you are a dancer ready to fly and to take a step on your own quest for success, empowerment and self-determination and being, then maybe you are ready to escape your worldly limitations and join the warrior knights of the future, the Jedi Knights.

We have evolved to be joyous beings, to enjoy life and to enjoy work. Some people have figured this out. They are writing their own story and you don't exist. If you really want to change and have, and do and be a different character in your own play. You have to act. You have to do something to change your life. You have to intend another existence, life, and story. What do you want? Use the misery and hardship of your unwanted existence and take a step and determine what you want, do, or intend to have, today. Today, find something that will make you feel just a little bit better. Find something that lifts you just a little bit..... something....

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

9

10 My therapist asked me “What do you want? Can you find something for yourself, today,  
11 under these miserable conditions, that will make you feel a little better, make you feel a little  
12 less pain? Can you do something for yourself today? And can you do it again the next day?  
13 And the next?” I said yes, “I can go on.”

14

15 From 1979 to 1996 I kept ‘going on’.... for over 15years I searched for a path to free me  
16 from my own mental hell. Now, over 20years later, I am writing this to give you hope. I  
17 found a path, a way out of hell. I am happily married. I am happily retired. I am still  
18 learning how to enjoy life, but I am enjoying life. I found that success means bringing a  
19 “healthy attitude” to life and to the daily, moment to moment decisions, especially to the  
20 choices that are made on what to think and dwell upon. I found that a healthy attitude means  
21 having the desire and intention to choose ideas, thoughts, beliefs, concepts, awareness’s,  
22 deductions, reasons, dreams, and imaginations that *feel good*. I found that people who are  
23 successful enjoy life because they have made a decision to focus on what feels good. I found  
24 that success and having what you want means learning how to feel better. I found that health  
25 and well-being are dependent upon focusing upon what feels good and that mental health  
26 absolutely depends upon the ability to focus upon what feels good. I found that problems  
27 occur when ‘what feels good is good’ attitude does not get out of the lower, “reptilian brain”,  
28 the part of us that evolved first, a kind of “if it moves, eat it” mentality.

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

9 For those who have are not enjoying their ride in life and for those who can’t comprehend  
10 how anybody can say “it’s all good”, may I recommend that you start using your emotional  
11 system as it has evolved to be used. You will get to a place where, “Yea, I *can* understand  
12 how it is all good”. It is very unfortunate that the most influential people in a person’s life  
13 may have imparted a ‘impoverished’ attitude of life. But attitudes can change. The brain can  
14 grow new circuits of understanding and awareness, and, provide you with new abilities to  
15 meet the challenges of life, if you put in the effort. When I came to the point in my life when  
16 I understood that ‘where I am, is not my fault, but it is now my responsibility’ that is when  
17 life started getting better for me. It takes effort. But if you have the desire to improve and  
18 empower your own life, start using your emotions and understand that if a thought doesn’t  
19 feel good, it’s not. If what you are doing in life doesn’t feel good, it isn’t good, for you or  
20 anybody around you. You have to become your own ‘super hero’.

21

22 Life can become good! Here is a psychology and therapy for anyone to use. If you or you  
23 know someone whose life hasn’t been improving with the ‘help’ they are getting...Here is  
24 what worked for me. I know it can work for you. Become your own super hero and save  
25 yourself: <http://emotional-evolution.com/>.

26

27 Because every super hero needs their own mental super powers, [http://emotional-](http://emotional-evolution.com/cognitive-emotional-therapy/)  
28 [evolution.com/cognitive-emotional-therapy/](http://emotional-evolution.com/cognitive-emotional-therapy/) tells you how to get them. This latter section  
29 deals with the nuts and bolts that you can use to rebuild your own life into something

1 wonderful, a life that you can enjoy and where you can actually feel good most of the time.  
2 The whole paper can also be downloaded for you to dwell upon at your own pace and  
3 convenience (check the menu bar). Good luck! “Life is a state of mind” (from the movie  
4 ‘*Being There*’). Make your state of mind one you like. It all can start with an intention to do  
5 something to feel less bad, today. With this one step, to do something to feel a little better,  
6 you will learn that you do have a power.....not the power of a victim, but the power of a  
7 warrior, of a warrior knight, of a Jedi Knight.

8

9

10 Andrew Jackson

11 2018-03-23



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



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

3 (rev 2018-11-19a)

4  
5 *Emotions are the perception, by consciousness, of a physiological biochemistry actuated by*  
6 *cognitive activities of our evolved and nurtured neurocircuitry. Since emotions are a*  
7 *perception of a state of physical being precipitated by cognition, then emotions are a*  
8 *reflection of, and give insights to, the nature of cognitive behavior. Emotions can not be*  
9 *destructive nor constructive but they are signaling the presence of very real destructive and*  
10 *constructive cognitive behavior. These correlations between cognition, physiological*  
11 *biochemistry, and good and bad feeling emotions are a result of millions of years of*  
12 *evolutionary survival for the health and well-being of the individual. It is how these*  
13 *correlations between cognition and emotions is nurtured by consciousness for decision*  
14 *making within our reptilian (reflexive) and mammalian (cerebral) modes of flight, fright or*  
15 *freeze that must be understood and developed within our society. (ref. 1-1, 1-2, 1-3, 1-4,*  
16 *1-5, 1-6, 1-7, 1-8, 1-9, 1-10)*

17  
18 Andrew Jackson

19 2018-03-23





**1.0 Abstract**

1

2

3 A person cannot perceive the pain of putting their hand on a hot stove without first putting

4 their hand on the hot stove. A person cannot have an emotional event to an accident of a

5 person injuring themselves in a table saw without first having an accident to be perceived.

6 The accident must occur first, which is then perceived and cognitively digested by the

7 brain/mind, which in turns activates biochemical physiological changes within the body. It is

8 these changes that trigger an emotional event that are perceptually available for

9 consciousness's decision-making activities.

10

11 How is an “emotionally out of control” person “emotionally” out of control? If a person is

12 having a “fit of rage”, or “acting out in anger” or commits a “crime of passion”, is he/she

13 being “emotionally out of control” because his/her emotions are controlling cognition and

14 physiological/biochemical behavior, or, is he/she being “cognitively out of control” because

15 cognitive activities are creating physiological and biochemical changes consciousness then

16 perceives and calls emotions?

17

18 Emotional events do not occur without any biochemical physiological changes. To have an

19 emotional event, there must first exist corollary biochemical change events within the body

20 and these biochemical events in the body are initiated by activities within the cognitive

21 neural networks. Since emotional events are triggered by cognitive events, being

1 emotionally out of control is a false construct of the mind. It is not possible that an  
2 emotional event can precede its corollary cognitive event. Therefore, a person who is  
3 “emotionally out of control” is in fact “cognitively out of control” and any “emotional  
4 disorders” must first be understood as “cognitive disorders”.

5

6 Emotions are the perception, by consciousness, of a physiological biochemistry actuated by  
7 cognitive activities of our evolved and nurtured neurocircuitry. Since emotions are a  
8 perception of a state of physical being precipitated by cognition, then emotions are a  
9 reflection of, and give insights to, the nature of cognitive behavior. Emotions can not be  
10 destructive nor constructive but they are signaling the presence of very real destructive and  
11 constructive cognitive behavior. These correlations between cognition, physiological  
12 biochemistry, and good and bad feeling emotions are a result of millions of years of  
13 evolutionary survival for the health and well-being of the individual. It is how these  
14 correlations between cognition and emotions is nurtured by consciousness for decision  
15 making within our reptilian (reflexive) and mammalian (cerebral) modes of flight, fright or  
16 freeze that must be understood and developed within our society. (ref. 1-1, 1-2, 1-3, 1-4,  
17 1-5, 1-6, 1-7, 1-8)

18

19 This paper uses the theory of evolution to develop an argument that there are fundamental  
20 and necessary correlations between (1) the mental activities of cognition, (2) the body’s  
21 physiology and biochemistry, (3) the emotional perceptions of feeling good and feeling bad,

1 and (4) consciousness. Understanding these correlations reveals an emotional neural circuitry  
2 designed to perceive **all cognitive activity** in terms of a healthy/unhealthy physiological  
3 biochemistry. Because a cognitive event precedes its corollary emotional event,  
4 consciousness cannot regulate or manage emotions directly. *Consciousness can regulate*  
5 *and manage cognitive activities which consequently initiate physiological and biochemical*  
6 *changes that are then perceived as emotions.* The power and extreme usefulness of  
7 emotions being a consequence of cognition is developed and elaborated as an evolved  
8 emotional guidance system for consciousness to evaluate and modify cognitive activities. It  
9 is this understanding that is so important for the mental health community. This aspect of an  
10 evolved emotional guidance system must be incorporated into psychological and  
11 pharmaceutical therapy as well as into every day personal usage for the health and well-being  
12 of an individual.

13

14 But, awareness of emotional conditions is another awareness of cognition.... which then can  
15 form a circular feedback loop. This feedback, which if left unabated, can re-repeat upon  
16 itself where the feedback is more dominate than the original awareness. This is similar to the  
17 distortion that can occur between a repetitive feedback loop between a microphone and a  
18 speaker. Here cognition is a response to emotion, that is, emotions are generating a  
19 feedback loop in which cognition is incorporating into its original cognitive activities giving  
20 the illusion that emotions are constructive/destructive rather than cognition.

21

1 **Section 2** of this paper reasons that emotions are an evolved biological system designed to  
 2 give feedback on cognitive activities through the perception of physiological and  
 3 biochemical behavior. **Sections 3, 4, 5 and 6** integrate this cognitive/emotional feedback  
 4 circuit into psychological and pharmaceutical therapies. **Section 7** develops the progression  
 5 of emotional wisdom in guiding cognitive activities towards healthy, successful, and  
 6 environmentally adaptive deductions, conclusions and decisions. And lastly, examples of  
 7 cognitive-emotional behavior therapeutic exercises are outlined in **Section 8**.

8

9

### 1.1 Introduction to Symbiotic Psychology

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

19

20 But aren't emotions also giving signals? Certain cognitive perceptions, thoughts and actions  
 21 feel good. Other cognitive perceptions, thoughts and actions feel bad. This feels good; this

1 feels bad. What is the significance of understanding emotions as an evolved biological  
2 guidance system for cognitive behavior? What is the neurological liaison between mind,  
3 body, emotions and consciousness that promotes health and well-being? How can this  
4 relationship be exploited to develop more effective psychological and pharmaceutical  
5 therapies? How can this relationship be used in daily, moment to moment decisions towards  
6 happiness and well-being?

7

## 8 **1.2 Cognition, Emotions, Physiology and Neurology**

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

15

16 There is an array of neurological networks associated with positive emotions, a second  
17 associated with negative emotions and a third that inhibits or stops and freezes action (ref 1-  
18 9, 1-10). Because different combinations of arrays are activated under different  
19 circumstances and nuances, there exist a great variety of corollary possibilities between  
20 cognition, the brain/body physiology and biochemistry, the emotional perception of feeling  
21 good and feeling bad, and the associated activities within each function.

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

6

7 Cognition deals with the processes of knowing, namely, perception, recognition, conceiving,  
8 and reasoning (ref 1-12). The focus of, this paper, however, is how emotions have evolved  
9 their own wisdom as to how that knowledge should be processed for the health and well-  
10 being of the individual. Emotional neural circuits provide feedback as to how cognitive  
11 processes need to be further utilized before any internal mental deliberations have been  
12 properly concluded. The significance of negative emotions means the presence of a  
13 physiological biochemistry that is unhealthy for the individual and the need for more  
14 cognitive deliberation. The work isn't finished until the presence of positive emotions are  
15 dominate as are their corollary healthy physiological biochemistries.

16

### 17 **1.3 The Four Postulates of Symbiotic Psychology**

18

19 **1. Emotions are a Consequence of Cognition:** Cognition precipitates changes in  
20 body's physiological biochemistry which consciousness then perceives as emotions.

1           Therefore, since emotions are a consequence of cognitive behavior they are not  
2           constructive or destructive in themselves and only exist as a reflection of very real  
3           constructive and destructive cognitive behavior.

4  
5       **2. Evolved Correlations:** Emotionally feeling good correlates with the body's a)  
6           physiological biochemistry and b) the mind's knowing of health and well-being and  
7           c) an actuality of physical health and well-being. Therefore, cognitive activities  
8           should not dwell within emotionally negative events but continue an iteration of  
9           various cognitive activities until emotionally good feelings reflect physical health and  
10          well-being and a focus upon that which is wanted and desired.

11       **3. “Feels Good is Good”:** Because our basic emotional ethical system of ‘feels good is  
12          good’ evolved out of the ‘reptilian brain’, parenting and community education and  
13          training must strive to push moral and ethical debate up into our ‘mammalian brain’  
14          where a more complex cognitive and emotional awareness of a ‘feels good is good’  
15          ethics can be sustained.

16  
17       **4. Capacity to Change and Adapt:** As a result of neuroplasticity, every person has the  
18          neurological capacity to change and develop new interpretations of and responses to  
19          his or her environmental stimuli. Neurological networks develop, grow, and even  
20          reorganize throughout life. New relationships among these networks develop as new

1 lessons in life are experienced and learned. Reality changes as new neural cognitive  
2 networks form. That which is understood and known to be real today may not exist  
3 tomorrow.

#### 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 made a decision, consciously or  
7 unconsciously, to “reject” help from modern psychological and pharmaceutical therapy?  
8 What of those 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 Since I began voicing my concerns over erroneous psychological and pharmaceutical  
17 therapeutic methodologies, over a million (*MILLION*) people have committed suicide,  
18 millions of other people have been put in incarcerating conditions that only amplify their  
19 psychological injuries and mass shootings continue with no review of the psychological  
20 environments fostering all of these atrocities. Lack of true academic questioning and review

1 of psychological and pharmaceutical therapeutic practices within the U.S.A. is a true crime  
2 against humanity.

3 The thesis of this paper is that emotions are perceptions of physiological biochemistry states  
4 and that these physiological biochemical states of the body are a product of cognition neural  
5 networks stimulating areas of the brain that in turn produce the changes in biochemistry.

6 Since emotions are a perception of a state of physical being precipitated by cognition,  
7 “aberrant and destructive emotions” are but a reflection of the true prime mover, cognition.

8 And, cognitive activities can be extremely aberrant and destructive. It is cognition that must  
9 be managed by understanding the significance and meanings of emotional perceptions. (ref.

10 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8)

11

12 I believe there is enough argument of logic within this paper to foster much-needed academic  
13 discussions. Until such a time occurs, much can be individually accomplished by just

14 understanding the arguments within this discussion and applying the principles of symbiotic  
15 psychology to everyday, mundane events in life. This paper is my effort to promote a new

16 wave of understandings within the symbiotic relationships between cognition, physiological  
17 biochemistry, emotions, and consciousness.

18

19 References:

- 1 1-1: Johnson-Laird, P.N., Mancini, F., Gangemi, A. *A Hyper-Emotion Theory of*  
2 *Psychological Illnesses*. Retrieved from <http://psycnet.apa.org/record/2006-12689-005>
- 3 1-2: Prinz, J.J. (2004). *Gut Reactions*. New York, NY: Oxford University Press
- 4 1-3: Laurent, G., Fournier, J., Hemberger, M., Muller, C., Naumann, R., Ondracek, J.M.,  
5 Pammer, L., Reiter, S., Shein-Idelson, M., Tosches, M.A., Yamawki, T. *Cortical Evolution:*  
6 *Introduction to the Reptilian Cortex*. Retrieved from  
7 <https://pdfs.semanticscholar.org/b6c3/9d6317fc42482c004397726b5730b2b78e08.pdf>
- 8 1-4: Pessoa, L (2013) *The Cognitive-Emotional Brain*. London, England: MIT Press
- 9 1-5: Dubuc, B. *The Brain*. Retrieved from  
10 [http://thebrain.mcgill.ca/flash/d/d\\_05/d\\_05\\_cr/d\\_05\\_cr\\_her/d\\_05\\_cr\\_her.html](http://thebrain.mcgill.ca/flash/d/d_05/d_05_cr/d_05_cr_her/d_05_cr_her.html)
- 11 1-6: Taylor, T. *Brain*. Retrieved from <http://www.innerbody.com/image/nerv02.html>
- 12 1-7: Naumann, R.K., Ondracek, J.M., Reiter, S., Shein-Idelson, M., Tosches, M.A.,  
13 Yamawaki, T.M., Laurent, G. *The Reptilian Brain*. Retrieved from  
14 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4406946/>
- 15 1-8: Raison, C., Jain, R., Maletic, V., Draud, J. (2011) *Treating the Whole Patient,*  
16 *Exploring the Healing Potential of a Mind-Body Approach to Mental Health*. Lexington,  
17 KY: CME LLC
- 18 1-9: Dubuc, B. *The Brain*. Retrieved from  
19 [http://thebrain.mcgill.ca/flash/a/a\\_03/a\\_03\\_p/a\\_03\\_p\\_que/a\\_03\\_p\\_que.html](http://thebrain.mcgill.ca/flash/a/a_03/a_03_p/a_03_p_que/a_03_p_que.html)
- 20 1-10: Goleman, D., Davidson, R. (2017) *Altered Traits*. New York, NY: Penquin Random  
21 House LLC

- 1 1-11: Rugnetta, M. *Neuroplasticity*. retrieved from
- 2 <https://www.britannica.com/science/neuroplasticity>
  
- 3 1-12: The Editors of Encyclopaedia Britannica. *Cognition: Thought Process*. Retrieved from
- 4 <https://www.britannica.com/topic/cognition-thought-process>



## **2.0 Emotions as an Evolved Biological System**

1

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

7

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

13

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

1                   **2.1 The Mind/Body/Emotion Correlation: Evolution's Impact**

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

4  
5       (1) If feeling good correlates with a well-balanced and physiologically-vital body then  
6       feeling good while climbing a tree to gather food or while balancing on slippery rocks  
7       in a rushing stream to fish may not be hazardous. But if feeling good were to  
8       correlate with a weakened and lethargic physiology/biochemistry, such challenging  
9       actions would tend to be deadly. Such a false/positive correlation between emotions  
10      and physiological biochemical vitality would be disadvantageous to survival.

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

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

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

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

## 2.2 Cognitive Imagination and Evolution

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

How would a genetic line survive (1) if the body's need for water did not stimulate the mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated with negative emotions? If the body needs water, this need must correlate with the mental act of imagining water and correlate with positive emotions. That is, there is a correlation between imagining the necessities of life and positive emotions. If, instead, there was a correlation such that the imagery of food, water, and shelter brought about negative emotions, then these basics of life would be avoided, leading to an evolutionary dead end. So, for the survival of the species, there must be an evolved correlation between (A) the evolved neural networks of the cognitive brain of imagination and (B) the neural networks of the emotional system such that it (C) feels good when (D) the individual's imagination dwells upon the presence of the food, water, and shelter, which (E) is wanted and desired by the body in order to survive.

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

How would a genetic line survive if the idea of *not* obtaining food, water, and shelter correlated with feeling good? Or, how would a person (and his or her genetic lineage)

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

7

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

### 2.3 Conclusions

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

14  
15 The simple arguments above are constructed to illustrate how evolution brings about specific  
16 relationships between the mind, body, and emotions and consciousness. Many more  
17 complex scenarios can be developed for the variety of relationships people have with their  
18 physical and social environment. Also, the element of time and the relativity of strength and  
19 vigor are not discussed but can be easily factored in for added layers of complexity. And the  
20 moral and ethical debate of a 'feels good is good' behavior guide has been going on for  
21 thousands of years and will continue for thousands more but ultimately it is an individual

- 1 debate that continues throughout a person's lifetime of experiences and, hopefully, a lifetime
- 2 of continual growth and greater understandings.

1

### **3.0 Depression: Mental “Illness” Or Mental “Injury”**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

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

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

From the perspective of an emotional guidance system, the biology of a biochemical “abnormality” associated with emotional pain (such as depression) is analogous to the biochemical “abnormality” associated with the hand’s physical pain on a hot stove. And, the more the emotional pain is (1) ignored, (2) suppressed or usurped, (3) it is biochemically blocked or sedated, (4) it is blocked by neurological damage, or (5) it is unacknowledged for any other reason such that the individual’s thoughts and the activities of his or her mind remain on the ‘hot stove’, the more the associated biochemical signature and neurological processes will differ from that of a ‘normal’ healthy person (3-1). The issue is the lack of responsiveness to the emotional pain to get the mind off a potentially damaging mental stream of consciousness. But, is *this biochemical abnormality* an ‘illness’ or an ‘injury’? The ‘illness’ in mental illness arises when healthy responses to the emotional system are absent and the individual does not have the mental/emotional capacity, agility, or wisdom to

1 respond to his/her emotional guidance in a natural and healthy manner to ‘get his/her mind  
2 off of the hot stove’. But is this *lack of emotional responsiveness* an ‘illness’ or an ‘injury’?  
3

### 4 **3.1 Cure an Illness, Rehabilitate an Injury**

5 The observation within people with mental ‘illness’ is a biochemical abnormality from the  
6 “mentally healthy.” But there is, by evolutionary design, supposed to be a biochemical  
7 anomaly when a person’s mental activities are unhealthy. That is, when cognitive activity  
8 dwells upon unwanted, unhealthful, or negative aspects of life. When a mind remains on the  
9 ‘hot stove’, he/she is activating a completely different neurological network. There should  
10 be a different biochemical signature. The fallacy is in the attempt to pharmaceutically  
11 “normalize” a patient’s physiological biochemistry without also removing that person’s  
12 “mind” from the hot stove and rehabilitating “healthy” neural network activities between  
13 cognition, body, emotions and consciousness.  
14

15 Where well-being and a natural emotional responsiveness exist, no medical attention is  
16 needed. But if the mind ‘burns’ a little, maybe some simple medication accompanied by  
17 supportive psychotherapy would promote healing and a return to a naturally functioning  
18 neural network of a healthy cognition-physiological/biochemical-emotional relationship that  
19 can be utilized by consciousness. However, in acute cases where such a natural emotional  
20 response, awareness, or behavior is lacking, and where healing is not occurring, supportive  
21 medication and hospitalization may need to be more invasive.

1 Extensive rehabilitation therapy will be needed to take advantage of the brain's  
2 neuroplasticity abilities to recreate a new neurology of healthy mental responsiveness to its  
3 emotional guidance system. Supportive pharmaceutical intervention should be an aid to the  
4 patient, as a crutch, to help him/her regain healthy responses to their emotional guidance  
5 system. The crux of the problem for those suffering to this degree began with their disregard,  
6 or ignorance of, a wondrous and highly evolved emotional awareness of healthy biological  
7 conditions.

8

### 9 **3.2 Responding to a neurological emotional guidance network**

10 There is great power within the activation of the emotional negative neural network and the  
11 realization and conception of that which is not wanted nor desired. But this power is only  
12 actuated if the opposite end – the positive, pleasurable end of the spectrum can be known  
13 (perceived, recognized, conceived, and reasoned, ref 3-2) and actuated.

14

15 People who are healthy, happy and successful in life use their power of consciousness to  
16 pivot off the emotionally negative aspect of a scenario and into a more emotionally positive  
17 *re-framed* scenario. They have learned and developed the necessary skills that are essential  
18 in our society to manage their focus of attention in response to their own emotional feedback.  
19 They have developed a 'cognitive dexterity' that only temporary upsets healthy biochemical  
20 balances. They have the motivation, drive and, most importantly, the proficiency to

1 cognitively create a scenario of that which is wanted and desired – which activates the  
2 emotional positive neural network and a healthy and balanced biochemical physiology.  
3 The development of the extreme biochemical signature of mental illness that requires  
4 psychiatric drugs is the result of a chasm that developed between the cognitive activities  
5 within the brain and the individual’s responsiveness to the emotional guidance system.  
6 Severe mental “injury” or “illness” that may never fully heal may have resulted from  
7 neurological damage, disease, drug abuse, prolonged and extensive use of medications,  
8 trauma, birth defect, or some other inherited condition. On the other hand, more treatable  
9 conditions may have ‘normally’ developed through life from a person’s inability to process  
10 the indoctrinating effects of life’s significant characters. Parents, religious figures, teachers,  
11 peer groups, or the constant barrage of ‘information’ in this new age of technical wizardry  
12 can lead to a breakdown between cognition and consciousness’ responsiveness to its own  
13 evolved emotional guidance system. Less dramatically, such a breakdown may be caused by  
14 the many interactions life presents while growing up – where others’ emotional guidance  
15 systems have usurped, instead of enhanced, a person’s natural emotional responsiveness.

16

17

### 3.3 Conclusion

18

19

20

21

Whatever the dysfunction is called – illness, disease, disorder – and however the lack of  
symbiotic ties between cognition, physiology, emotions, and conscious were disrupted, the  
objective in psychological and pharmaceutical therapy is to establish the evolved and  
symbiotic relationship between these constructs where a person can enjoy and thrive in life

1 with its many exciting challenges. The neuroplastic capacity of the brain to establish new  
2 neurological circuits takes time and the psychological and pharmaceutical rehabilitation  
3 methods to reinforce this new neurological growth have yet to be properly identified and  
4 researched. But, it starts with the patient finding but one activity that makes him/her feel  
5 better, which usually means feeling 'less bad'.

6

7 References:

8 3-1: Raison, C., Jain, R., Maletic, V., Draud, J. (2011) *Treating the Whole Patient,*  
9 *Exploring the Healing Potential of a Mind-Body Approach to Mental Health.* Lexington,  
10 KY: CME LLC

11 3-2: The Editors of Encyclopedia Britannica. *Cognition: Thought Process.* Retrieved from  
12 <https://www.britannica.com/topic/cognition-thought-process>



#### **4.0 Cognitive/Emotional Rehabilitation**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

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

Cognitive rehabilitation must help individuals to use their brain’s neuroplasticity capacities to develop new and emotionally positive cognitive habits of thought, perception, and imagination. Such a discipline would help a person develop internal powers of choice and creativity to move the mind towards activities that result associated harmonious emotional responses. Besides the cognitive activities of recognition, conception, reason and imagination, there are the perceptual activities of the senses – touching, seeing, hearing, smelling, and tasting – as well as the physical activities a person may engage in. All of these

1 cognitive activities comprise associated emotional aspects to be heralded and empowered  
2 into well-being by the psychologist.  
3  
4 There is a need for a psychotherapy that fortifies a patient's desire to stay on the road toward  
5 a natural state of health and well-being: a discipline where a patient's own emotional  
6 guidance system is acknowledged, validated and reinforced. This implies empowering a  
7 patient with the ability to reach for and chose cognitive activities that feel better so he/she  
8 actually does feel better in the present and it is not some goal to be realized in the future.  
9 These cognitive activities may simply go from painful to less painful, but eventually they  
10 will go from feeling good to feeling even better. The key for success is a caregiver who will  
11 develop a patient's cognitive ability to find cognitive activities that feel better now, in the  
12 present, in this therapeutic session. The goal is for a patient to feel even better by becoming  
13 mentally and physically well through leading a life responsive to his/her own emotional  
14 guidance system. Wellness means without therapy and without medications. A person may  
15 never reach a state of mental health that is without therapy or medications, but just  
16 demonstrating with them that they have the ability and the power to feel better now creates  
17 hope. Hope can make all the difference between staying with or leaving a program. It can  
18 make the difference between staying or leaving life itself.

#### 4.1 Emotional Guidance

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

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

Maintaining a healthy and joyful lifestyle requires having an ability to move up or down the spiral staircase with ease and fluidity, just as emotions flow up and down with the changing consciousness of watching a movie or reading a book. Issues involved within mental illness, addictions, and violence develop when this more complicated and creative aspect of a healthy cognition are absent, usurped, driven, or even manipulated out of a person’s

1 repertoire of survival skills. The resulting loss of choice to get on or off the emotional roller  
2 coaster can leave an individual broken and in need of professional help.

### 3 **4.2 Defining Mental Health and Well-being**

4 Mental, physical, and emotional wellness depends on actuating their evolved corollary  
5 relationships. Emotions are a perception of physiological biochemical conditions which are  
6 an actualization of cognitive activities. If a person's emotions are working as evolution  
7 directed and are giving an accurate perceptual feedback on his/her physiological  
8 biochemistry, then a problem is not an "emotional disorder" it is a "cognitive disorder." A  
9 true emotional disorder would be akin to a sight disorder such as near sightedness, far  
10 sightedness, or even color blindness. A distinction must be made between a properly  
11 working emotional system – one which gives accurate feedback on the body – and an  
12 emotional system with a disorder – one which has a non-associative relationship with the  
13 body and mind.

14  
15 Within the context of emotional guidance, a person is mentally healthy when he/she can  
16 naturally (i.e., without alcohol, drugs or medications), respond to his/her own emotional  
17 guidance and move up or down the emotional spiral staircase as a choice. Mental health  
18 means a person has the aptitude, skills and capacity to return back into the pleasures and  
19 harmonies of life from event to event throughout life. Mental health is being capable to do  
20 the work that is necessary to move within the emotional spiral staircase: from a

- 1 mental/physical/emotional negative state into (and to act from) a mental/physical/emotional
- 2 positive state of existence.

## 5.0 Psychological Therapy

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

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

Do we manage emotions with cognitive activities because emotions control behavior, or do we manage emotions with cognitive activities because emotions are a response to cognition via cognition’s influence upon physiological biochemistry? Are emotions controlling cognitive and physiological/biochemical behavior because they are an independent construct.... or.... are emotions perceiving cognitive activities via physiological/biochemical behavior? Are emotions a ‘power of influence’ or are emotions a ‘response of

1 awareness' with their 'power of influence' coming from a cognitive awareness and reaction  
2 to their presence? Is it possible for emotions to exist on their own, or is their existence  
3 dependent upon cognitive activities which create physiological biochemical behavior?  
4 Evolution has established a cognitive/physical/emotional correlation such that emotions  
5 provide consciousness with an awareness to the health and well-being of the body's  
6 physiology and biochemistry.

7

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

15

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

1 'wanted'.... from feeling bad to feeling good. Emotions are the guiding light regarding the  
2 success or lack of success in this change of focus within cognition. Neuroplasticity of the  
3 brain means that everybody has the capacity to realize a new and more beneficial reality  
4 because the brain can rewire itself and create new circuits of understanding and alternative  
5 healthy behavior.

6

7 A cognitive/emotional symbiotic therapy reaffirms an evolved biological guidance system  
8 where emotions are used to evaluate cognitive behaviors. In stark contrast to 'emotional  
9 regulation', emotions are not being 'regulated' but are used to regulate, that is, guide  
10 cognitive behaviors. Also, in this context, emotions are not 'out of control' nor is there an  
11 'emotional disorder'. On the contrary it is the cognitive mind that is 'out of control' and  
12 there is a 'cognitive disorder'. Deviant emotional perceptions are reflections of this aberrant  
13 cognitive behavior. Emotions are not dysfunctional in "emotional dysfunction" but are being  
14 very functional in that they are bringing to consciousness the dysfunctional aspect within the  
15 mind's cognitive activities that are creating the aberrant biochemical physiology we are  
16 perceiving as emotions. It is these cognitive irregularities that need to be addressed.

17 Emotions are but the messenger.

18

19 It is the symbiotic nature of cognition and consciousness to ferret out that which is wanted  
20 from within that which is not wanted. It is also within this nature to acknowledge that which  
21 is not wanted from within that which is wanted. Cognition and consciousness have a basic

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

9

10 A useful definition of mental illness is the *inability* of a person to respond constructively to  
11 emotional signals. Individuals feel or perceive emotions and normally respond to their  
12 emotional guidance system by creating and accentuating cognitive activities that bring about  
13 positive feeling emotions. Negative emotions are a driving impetus to create new and  
14 different cognitive activities that bring about a healthy, good feeling emotional response. If  
15 feelings are skewing negative, this is the brain’s signal to re-cogitate on this negative  
16 stimulus or to get off this subject entirely and refocus the mind and its activities onto  
17 something that brings a positive emotional response. The objective is to keep the mind and  
18 its cognitive powers of perception, recognition, conception, reasoning, and imagination,  
19 along with the body’s capacity of actualization, to be continually reaching for better, good  
20 feeling emotional responses which are indicative of a healthy physiological biochemistry.

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

## **6.0 Pharmaceutical Therapy**

1

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

17

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

1 behavior when emotional or physiological neurological networks are being targeted with  
2 artificially introduced chemical agents?

3

4 Emotions have an evolved role in guiding cognitive behavior and decision-making. If  
5 emotions are perceiving physiological biochemistry, and cognition actualizes physiological  
6 biochemistry, how are emotions ‘out of control’ and in need of ‘emotional regulation’? Is it  
7 not cognition that is ‘out of control’ and therefore, is it not cognition that needs regulation?

8

9 Any uses of pharmaceuticals designed to impact the emotional system also impacts the  
10 emotions’ correlations with (1) the mind’s cognitive activities and (2) the body’s  
11 physiological biochemical activities and (3) the emotions’ awareness of the body’s  
12 physiological and biochemical conditions. Biochemical agents must harmonize with  
13 emotional design and augment the brain’s neuroplastic capacity for developing new  
14 constructive habits. The purpose of pharmaceutical therapy should be to assist  
15 consciousness’ power and ability to manipulate cognition and to help consciousness to  
16 respond to emotional guidance in a healthy and constructive manner. Is that the intent of  
17 current pharmaceutical therapy?

18

### 19 **6.1 Psychiatric Medications Designed for Healing?**

20 There is a need for psychiatric treatment to use drugs and medications that help  
21 consciousness to regain its own power and responsiveness to its own emotional guidance

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

7

8 These new designs would aid individuals in their abilities to use their own cognitive skills  
9 and reflexes to co-function with their emotional guidance systems. These new medications  
10 would aide and empower consciousness to either take the mind off the negative downward  
11 cognitive spiral of depression or take the mind off the out-of-control upward cognitive spiral  
12 of mania. As new skills are developed and new neurological circuits are cultivated, the need  
13 for, and the types of, pharmaceutical assistance changes but always with the goal to  
14 eventually be removed entirely. But, like the hand on the hot stove, the brain can be  
15 damaged so extensively that no amount of training and development will ever succeed  
16 because entire functions of the brain may have been irreversibly programmed into destructive  
17 patterns. In such cases, there is the possibility that the mind/body/emotion chasm may be  
18 permanent, resulting in a need for permanent pharmaceutical intervention and  
19 hospitalization.

## 6.2 Masking Neurological Processes

1  
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 camouflaged with pharmaceuticals  
5 and if irregular cognitive behavior is left unaddressed without proper psychological  
6 counseling and therapy, cognition may fester unabated and create a myopic vortex of circular  
7 mental and physical behaviors. This psychosis can break out with disastrous consequences  
8 to the patient and to others, who may become characters in a manically-conceived tragedy  
9 played out in real life.

10  
11 This paper does not ignore the importance of pharmaceutical therapy, rather, it redefines its  
12 purpose within the brain's neuroplastic environment to help individuals redevelop a healthy  
13 cognitive activity in response to their perception emotional feedback about their  
14 physiological biochemical states of being. As discussed earlier, a person has an evolved  
15 emotional guidance system that promotes cognitive behavior that emotionally feels good.  
16 Negative emotions promote avoidance behaviors. Mental illness may be defined as a  
17 consciousness' inability to constructively respond to his/her own internal dialog between  
18 cognition and emotional perceptions and the inability of consciousness to actively engage in  
19 emotionally positive activities that are useful, healthful and life giving. Pharmaceutical  
20 therapy should be augmenting psychological therapy in redeveloping the neurological  
21 networks that reinforces evolutionary design.

### 6.3 New Opportunities in Medicine

1  
2 The argument presented here for understanding emotions as a product of the evolutionary  
3 process opens up vast new opportunities and possibilities within the fields of psychology and  
4 pharmacology to rehabilitate the cognitive attributes of mental illness while honoring the  
5 evolutionary role of emotions. There is certainly a need to identify new medications that are  
6 appropriate for healing. Pharmaceuticals need to work with and augment the cognitive  
7 rehabilitation processes within psychotherapy. And, most importantly, the argument  
8 presented here opens up the possibility of a new hope for patients. Patients may now  
9 approach daily psychological and pharmaceutical therapies with the hope and anticipation of  
10 new healing possibilities within their journey back into well-being and joy.

11  
12 A successful return to well-being and joy takes work on the part of both caregivers and  
13 patients. If pharmaceutical intervention is required to stabilize a patient's cognitive behavior,  
14 there is still a need to develop programs that reduce this pharmaceutical impact. As a  
15 patient's rehabilitation promotes the new skills and habits necessary for consciousness to  
16 respond to emotional guidance in a healthy and productive manner, less invasive drug  
17 therapy is required. Any healing and return to wellness is dependent on the desire,  
18 determination and fortitude of patients to seek wellness and to develop healthy new habits  
19 and patterns of cognitive behaviors in response to their emotional guidance. Likewise, the  
20 desire, determination and fortitude of the therapist, the psychologist, the psychiatrist and the  
21 pharmacist play their role within the patient's healing process of restructuring cognitive and

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

## 7.0 Cognitive-Emotional Wisdom

1

2 *The success of our teachers in life, whether they are our parents, teachers and other students*  
 3 *in school, religious leaders, or bosses at work, or the powerful academia, political, and*  
 4 *business leaders who set the stage for our lives, their success is in their ability to empower*  
 5 *others with the skills and abilities to think and to feel good, and, to move thought and debate*  
 6 *up into the mammalian brain. Here, ‘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. And, ‘what feels*  
 9 *good, is good’ can have a compassionate foundation for existence.*

10

11 ***Cognitive-emotional wisdom*** means having the cognitive and emotional understanding and  
 12 ability **to not act** from the lower platforms of despair, depression, and anger. It means to  
 13 have the cognitive tools and agility to move up the emotional staircase and **to act** from  
 14 platforms of good feelings where clarity, health and vigor reside.

15

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

1 frustration to displeasure, from displeasure to pleasure, and from pleasure to joy over a  
2 period of time.

3

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

14

15 As individuals mature into adulthood, they should continually be developing new and more  
16 intricate methods of utilizing their emotional guidance to create new and more complex  
17 harmonies within their minds and bodies, and, with their external world. The complexities of  
18 the mammalian brain need to be utilized to adapt a prehistorically evolved emotional  
19 guidance system with the demands, complexity, and nuances of our modern society.

20 Cognitive-emotional wisdom also means having a broad enough perspective on 'what feels  
21 good is good' to understand that 'what feels good' in the immediate present may have a

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

3

4 The mind and body exist within a multitude of conditions and activities, all creating a  
5 symphony of emotional feedback and harmonies. It is these harmonies and disharmonies  
6 that individuals must bring together as they conduct the symphony of their life creations.

7 The primary goal and objective for society and its members should be to nurture and guide  
8 individuals into their own beings as creators of their own lives. Much too often, societal and  
9 individual actions create schisms between individuals and their own personal emotional  
10 guidance, sometimes innocently, sometimes benevolently, but sometimes maliciously and by  
11 design.

12

### 13 **7.1 Development of Cognitive-Emotional Wisdom**

14 The narrowness of myopic mental vision and perspective also plays its role in mental illness  
15 and aberrant behaviors. The answer is to strive for action that is not mentally myopic but  
16 integrates the totality of a person's cognitive and emotional universe. Different sections of  
17 an orchestra must be aware that they are playing in the same key to remain in harmony. The  
18 dissonance that can develop within a person to accommodate society's diverse demands can  
19 be so great that it becomes impossible for a person to remain whole and mentally healthy.

20 To be mentally well, individuals must have successfully mastered the necessary skills to  
21 navigate their cognitive and emotional processes through life's challenges and adventures.

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

3

4 In a healthy cognitive/emotional symbiotic system, emotionally negative activities of the  
5 mind must be a source of inspiration and creativity; inspirations for new, emotionally  
6 positive cognitive activities that are the necessary precursors to healthy physical action.

7 Emotional wisdom is reached when emotionally positive cognitive and physical activities  
8 bring health and vitality and nurture a constructive, cooperative and successful personal  
9 environment. Emotional ignorance, on the other hand, is when emotionally negative  
10 cognitive activities run amok: externally they create destructive physical actions and  
11 internally they create unhealthy environments susceptible to disease, illness and injury.

12

13 The first step towards cognitive-emotional wisdom is to establish a person's awareness of the  
14 fundamentals of the emotional feedback system. Unfortunately, even the syntax of language  
15 misrepresents the mind, body, emotion relationship with consciousness. A person  
16 "emotionally out of control" or having a "fit of rage", or "acting out in anger" or commits a  
17 "crime of passion", is not "emotionally out of control" but actually he/she is "cognitively out  
18 of control" because it is the cognitive activities that are creating physiological and  
19 biochemical changes consciousness perceives and calls emotions. Emotions can not be  
20 aberrant and destructive because they are but the messenger. It is cognition that can be

1 aberrant and destructive. It is cognition that is creating the physiological biochemistry that is  
2 running afoul.

3

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

9

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

## 7.2 Cognitive-Emotional Wisdom in Education

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

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

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

8

9 Performing arts such as dance, theater, and music especially ask of each participant to  
10 connect with and to discover their emotional awareness. These disciplines require an  
11 exploration into emotions. Instead of promoting a culture of emotional ignorance, they  
12 promote a culture of emotional understanding and appreciation. This emotional awareness is  
13 a vital factor in comprehending the cognitive, emotional, and physiological alliances.  
14 Basic lessons in the understanding of and the application of one's own emotional system are  
15 vital. This means the development of joy. The absence of these lessons in 'joyous wisdom'  
16 leads to violence. Emotional wisdom is about taking healthful actions in joy rather than  
17 taking destructive actions in anger. The capacity to perform the mental gymnastics necessary  
18 to pivot from destructive to healthy actions should be developed within early childhood  
19 education to take full advantage of the brain's neuroplastic behavior to reinforce these habits.

1 Students must have the cognitive training and skills to climb up the emotional staircase from  
2 the lower emotions of rage and anger, to the higher emotional levels of frustration and  
3 irritation, and finally to the pleasurable feelings of positive emotions. The failure to develop  
4 this cognitive-emotional wisdom, where emotional evolution is ignored, can be directly tied  
5 to our society's violent behavior where movement up the emotional staircase is never  
6 learned, developed, nor practiced. Successful students know how to use their emotions to  
7 guide their cognitive activities. A successful life has the same requirement.

8

9 We as a society have failed to develop the necessary education and training of a unique and  
10 wonderful emotional guidance system. The consequences of such an ineffective emotional  
11 understanding can be readily seen in our prisons, hospitals and welfare institutions. Violence  
12 and a failure to succeed in life is the result of an individual's lack of understanding and  
13 appreciation of the cognitive-emotional connection. The emotional guidance system has  
14 evolved to constructively guide individuals so that violence is a last resort for immediate  
15 physical danger. The overhaul of our criminal justice system must start with an overhaul of  
16 our educational system and cultural values pertaining to understanding millions of years of  
17 emotional evolution and the nurturing of cognitive-emotional wisdom.

### 1 **7.3 Criminal Justice Reform: The Unalienable rights of Life, Liberty and the Pursuit of** 2 **Happiness**

3 The mental skills and agility that most people have developed from birth to navigate  
4 successfully through the societal nuances and intricacies of ‘what feels good is good’ and  
5 ‘what feels bad is bad’ is absent in the tens of thousands of imprisoned people. Here, activity  
6 has never moved out of the more reflexive reptilian mind and into the more intricate and  
7 complex mammalian mind for compassionate and successful living. Any successful,  
8 sustained rehabilitation is also dependent on understanding the brain’s neuroplastic nature by  
9 our teachers, our parents, our schools, our religious figures, and by our politicians who are  
10 blindly, or maybe purposely, setting up laws and punishments that only further degrade  
11 human intellectual and emotional wisdom and well-being. **The brain can be rewired from**  
12 **an emotionally negative decision processing that accentuates destructive behavior to an**  
13 **emotionally positive decision processing that accentuates rewarding, useful and**  
14 **constructive behavior and results.** (ref. 7-1)

15  
16 Why does society respond to unwanted behavior via punishment? Why is “spare the rod and  
17 spoil the child” such an ingrained euphemism within our culture? Why is punishment for  
18 “crimes against society” considered to be just and humane behavior? Our current criminal  
19 ‘justice’ system only further desecrates our humanity and continues the cycle of self-  
20 destruction. It is time to stop individual’s and society’s downward spiral into hell.

21 Discussion and debate must move upward out of our more reflexive reptilian brain and into

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

3

4 Within this new world, punishment is not justice and human degradation is obscene. Here,  
5 empowering an individual to create their own, unique and wonderful world of joy is  
6 paramount. Here, society nurtures cognitive-emotional wisdom, the wisdom that finds a  
7 thought that feels better within a process that developed over tens of thousands of years of  
8 evolution and that is now etched in our DNA. Where is the society and culture that promotes  
9 cognitive-emotional wisdom *education and training* within our schools and prisons? Where  
10 is the society and culture that knows not of punishment, but understands the wisdom and  
11 freedom of joy?

12

13 Every person has an emotional guidance system; its understanding and training must be part  
14 of our evolving moral culture. We have a penal justice system entrenched in ‘punishment’ to  
15 bring ‘justice.’ Our penal system should be about justice, to be sure. But where is the justice  
16 if there is no understanding of, nor education and training to employ a very ancient emotional  
17 guidance system? Where is our government that was designed to protect our unalienable  
18 rights? How can our government do its Constitutional mandate of promoting the general  
19 welfare if it is not promoting life, liberty and pursuit of happiness, that is, promoting the  
20 necessary understandings, purpose, and importance of an individual’s emotional guidance

1 system, a biological system absolutely necessary for life, liberty and the pursuit of  
2 happiness?  
3  
4 Decision making and action from a negative emotional base has its evolutionary foundation  
5 within the reality of actual and immediate physical danger. To act from fear and anger  
6 within an emotional storm is to act without the benefit of the mental clarity and purpose  
7 found within an emotional calm. Reptilian life and death cognitive reflexes are for the  
8 natural and artificial battlefields that have little to do with most behavior requirements within  
9 our modern societies. A person's power of decision making comes *not* from the emotional  
10 negative places of fear, anger, and despair, but from the emotional clarity found within  
11 peace, joy and hope. There can be no criminal justice without also providing the  
12 cognitive/emotional rehabilitation needed to succeed in society. And this means teaching a  
13 prisoner the wisdom in 'the pursuit of happiness'! It is a 'crime of society' to believe that  
14 punishment is justice for criminal behavior. The rule of punishment reinforces and  
15 propagates an emotionally negative and destructive way of living. Is that to be society's  
16 intent for our current criminal justice system? The lack of ethical decision-making skills  
17 within cognitive adolescence does not mean these behaviors can not be rehabilitated into new  
18 ideologies and behaviors later in life.  
19  
20 Who can predict the motivation, drive and desire of a person to return to the life of freedom  
21 and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even

1 after years or even decades of imprisonment? Within a climate of doubt and disbelief of  
2 reform possibilities there may still exist within someone a flame of hope and the necessary  
3 drive to work and develop his or her cognitive-emotional wisdom and return to the freedoms  
4 and harmonies of joyous well-being. If there is not a moral duty, there is a Constitutional  
5 mandate for society to explore the possibilities and to give those imprisoned a chance to  
6 return to a naturally healthy life of freedom. There is a Constitutional and societal duty to  
7 explore, develop and learn about the mind-body-emotion-consciousness connection.  
8 Likewise, there is a Constitutional and societal responsibility to understand cognitive-  
9 emotional wisdom and the brain's neuroplastic ability to change and to develop new  
10 neurological networks that can redefine new perspectives, new alternatives, and new  
11 possibilities for successful living by our incarcerated brothers and sisters. Where is our  
12 government that was created to protect our inalienable rights of life, liberty and the pursuit of  
13 happiness? Where are the protectors of our Constitution for the welfare of all of humanity?

14

#### 15 **7.4 Reframing Antisocial Personality Disorder**

16 Because of the brain's neuroplastic nature to develop alternate networks, more advanced  
17 mental constructs of wanting and desire can develop as a person matures. The combination  
18 of internal physiological behaviors and the external physical exertion for survival also means  
19 a more complex development between the biological body and emotions. Movement to  
20 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 Although the joy of the hunt and the pleasure of gathering may produce the food needed for  
4 survival, during the heat of the day continual exertion risks heat exhaustion, dehydration and  
5 death. Rather than being a mere pawn of pleasure and pain, the individual must make  
6 decisions whether to continue to hunt in such adverse conditions with survival of self and  
7 family as one possible outcome and the death of the hunter and those dependent on the  
8 hunter's survival as the other.

9

10 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity that  
11 permits cognitive reflection about the conditions for physical exertion and weighing of  
12 conflicting factors of feeling good getting food versus feeling bad because of the day's heat.  
13 The success or failure of these reflections and choices can spawn different genetic lines with  
14 different values and behaviors, such as one emphasizing the survival of the self and another  
15 emphasizing the survival of the family. One genetic line may care about other people;  
16 another genetic line may not. Therefore "antisocial personality disorder" would not be an  
17 actual disorder; rather, it would be a natural part of an individual's evolution that society  
18 must recognize.

## 7.5 Military Personnel Decommissioning

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

## 7.6 The Wisdom of a Champion: Let Joy Reign

1  
 2 *The 'Grateful Red' (the U.WI. student section) are stomping their feet in appreciation of the*  
 3 *skillful play of their basketball team. Team execution has reached a new level of excellence.*  
 4 *'Every' shot is dropping, even the bazar and – amazingly – a teammate is in the right spot*  
 5 *for every loose ball, block, rebound or steal. There's electricity in the air. It feels good! It*  
 6 *feels great! It is wild. For team member and fan alike, this didn't just happen; it **began** with*  
 7 *a feeling, a positive good **emotional** feeling that grew and then exploded...lighting the nets*  
 8 *on fire!*

9

10 The mental game of 'being in the zone', 'creating momentum', 'being connected' and  
 11 'having confidence' is about *emotions*, about **good feeling emotions**. There is no mental  
 12 game, there is no mental focus, unless the emotions and feelings collaborate and  
 13 acknowledge it. The mind, body, and emotions must work together in synergistic whole – as  
 14 the proverbial team – to bring forth an athlete's best performance. This mind-body-  
 15 emotional game is about cognitively bringing forth an accumulation of all the times an  
 16 athlete experienced a successful moment, especially in competition. The mind-body-  
 17 emotional game of any contest is about having the discipline to use the mind (1) to find, (2)  
 18 to focus in on, and finally (3) to use the presence of good feeling emotions to develop and to  
 19 maintain 'the zone': this mind-body-emotional zone of confidence and momentum gleaned  
 20 from previous successes. The team must recreate the mind-body-emotional game first, before  
 21 the competition, to 'own' any court and competition. Underdogs win because they create a

1 pre-game vortex of success which is undeterred by the opponent's performance. *Their*  
2 *results and outcomes of actions, shots, and plays follow their mental-body-emotional*  
3 *game.* Champions win for the same reason. Yet, how many teams get overpowered in the  
4 last few seconds, not by an opponent's skill, but by the opponent's overpowering belief in  
5 themselves as the victor.

6

7 The mind-body-emotional play of a competition starts long before the actual game begins  
8 and must continue throughout any competition. Championships are lost because emotional  
9 guidance gets distracted from the final outcome and is sidetracked into the pregame publicity  
10 of previous successes. Winning feels good but a tournament isn't over with the semi-finals.  
11 This is the time for real mind-body-emotion discipline; to use the mind and its cognitive  
12 abilities to focus in on, to recreate, and then to **maintain the emotional play of previous**  
13 **successful competitions.** What were the mind-body-emotional states that brought previous  
14 successes? Recreate these mind-body-emotional states as protection from any barrage of  
15 doubts, fears, uncertainties, and questions presented by the upcoming event. Recreate these  
16 mind-body-emotional states as a defense from the lure and illusion of a victory that doesn't  
17 yet exist. Recreate these mind-body-emotional states as an offence to the opponent's barrage  
18 of jabs, hits and punches to assert 'their' dominance. This starts in the off season at home  
19 and continues through each practice and right in the locker room and onto the court and  
20 throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-body-

1 emotional synergy of success. Too many half-time talks by the coaching staff disconnect  
2 rather than reinforce the team's connection to strength, agility, coordination and power.

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

13

14 A player cannot play his or her best having an emotionally negative state of mind. The  
15 presence of negative emotions means that a well-balanced and vital body is not  
16 physiologically present. Physiological biochemical disharmony, felt through emotional  
17 dissonance, manifests directly from cognitive dissidence. Eye hand coordination will be off.  
18 Touch will be off. Shots will rim out or even become air balls. A simple layup will become  
19 a challenge. Accidents will happen. Injuries will occur. To physically compete at a peak  
20 physiological state, the emotional state cannot be negative which means that consciousness

1 must direct cognitive activity. Negativity leads to injuries when the body is stressed and  
2 pushed to its limits during competition. The mind and body are biologically not working  
3 together as a unified whole. **Evolution advanced a correlation between feeling good and**  
4 **a well-balanced and vital body.** Emotional awareness of this, either consciously or  
5 unconsciously, meant survival. Those who acted without this understanding did not survive.  
6 To act without joy means the body is *not* in a prime physiological biochemical state and  
7 simply does not have the harmony within itself to excel and perform at peak abilities.

8

9 Every moment throughout every day is an opportunity to train and to practice moving into a  
10 better and better feeling place. Every negative emotion is an opportunity to create a more  
11 powerful emotionally positive mental attitude. Winning starts when each negative emotion  
12 is used as motivation to find a thought that feels better. Each of these successes helps  
13 develop the mental gymnastics required to respond to an evolved emotional guidance system  
14 with intent and with design. The emotional system is giving constant feedback on whether  
15 ‘your head’ is getting into ‘your’ game or into ‘theirs’. The question is....do you have the  
16 cognitive discipline to listen and to make the necessary adjustments?

17

18 Emotions are responses to all that activity going on between the ears. They are an ever-  
19 present coach that lets each player individually know where his or her mind’s activities are  
20 heading. The better the feeling, the more mental activities are in ‘**your game**’. The worse  
21 the feeling, the closer mental activities are to getting lost in ‘**your opponent’s game**’. Half

1 time provides a moment to stop and step up the emotional staircase. Have the discipline to  
2 use your mental training and abilities to move up from despair to anger, from anger to  
3 frustration, from frustration to hope, from hope to belief, from belief to joy, from joy to  
4 excitement, from excitement to...Take the time to re-take the ball and court and make them  
5 ‘yours.’ A time out is an opportunity to get ‘your’ mind, ‘your’ heart, and ‘your’ body back  
6 into the game, ‘your game.’ Then any court throughout life will bring joy and become  
7 ‘yours’.

8

9 *“If anyone doesn’t believe that we are going out and take over the second half and win this*  
10 *game, you can stay right here. We don’t want you. We don’t need you.” U.WI. football*  
11 *player halftime speech to the team (paraphrased).*

12

### 13 **7.7 Emotions in the 21<sup>st</sup> 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.

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

7

8 It is necessary to elaborate on some important distinctions which need to be made of our 21<sup>st</sup>  
9 century consumer-focused society. Sugar may have wonderful ‘feels good’ associations but  
10 gaining weight is probably not one of them. Shopping may feel good but getting the bills  
11 may not. Having a brand-new car feels great, but the consequences of it being a stolen car  
12 does not. The same ‘feels good’ but ‘know the bad’ goes for drinking, drugs, medications  
13 and all of human behaviors. Knowing what actions may feel good and knowing what  
14 consequences may feel horrendous is a product of the cognitive mind and the emotional  
15 perceptual system of the body’s physiological biochemistry. Though society’s acceptance of  
16 such actions is another discussion on its own: what if a person’s behavior aligns with  
17 emotional guidance but this behavior is contrary to accepted societal norms? And  
18 conversely, what if a person’s behavior aligns with emotional guidance but this behavior  
19 *ought to be* contrary to accepted societal norms?

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

15

16 Reference:

17 7-1: Begley, S., July 27, 2013. *Rewiring your Emotions*. Retrieved From18 <https://www.mindful.org/rewiring-your-emotions/>



## **8.0 Cognitive-Emotional Therapy**

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21

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

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

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

7

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

17

18 The objective of cognitive-emotional therapy is to attain mental and physical health and  
19 well-being. This starts with learning how to emotionally feel better. The role of the caregiver  
20 is to help pave the way for the patient to move up the emotional path. How far along the  
21 path a patient travels depends on his or her motivation to take another step: take one more

1 step just to feel a little bit better. One step may take a month. It may take two. But no matter  
2 the time, the cornerstone role of caregivers is to help patients take that next step with the  
3 promise that when they do, they will feel better. At first, feeling better may simply translate  
4 to feeling less pain. Eventually, though, over time, with development of new cognitive  
5 habits, emotional feelings will transcend from negative to positive.

6

7

### **8.1 Motivation to Feel Better**

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

14

15 Answers to these questions will also help the therapists find the desires within their patients’  
16 mental-emotional jungle. These desires can be harnessed as motivation to alter a patient’s  
17 current, negatively-charged patterns of thoughts and actions into patterns of thoughts and  
18 actions that feel better. “What do you want?” develops focus. An answer demands a  
19 “fearless sifting and winnowing” (ref 8-1) of thoughts, experiences and desires and a focus  
20 on ‘that which is wanted’ and its associative positive feelings.

1 Whatever a patient's desire may be, there is an underlying desire to feel good, to feel better.  
 2 This desire is an important motivation to do the work necessary for improvement. Feeling  
 3 good is also needed for activating the underlying neuroplastic changes in the brain that will  
 4 lead to a new, different and improved life style. (8-2)

5

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

12

### 13 **8.2 Exercises in Cognitive-Emotional Rehabilitation (Your Super Hero Tool Kit)**

14 *All these 'tools' are method to change destructive and aberrant cognitive activities into*  
 15 *constructive and useful cognitive activities. Emotions act as a guide because emotions give*  
 16 *cognition feedback via perception of the body's physiological and biochemical state of being.*  
 17 *These body conditions are generated by the cognitive activities of the reptilian and*  
 18 *mammalian brains. Awareness of whether emotions are basic (reptilian cognitive activities)*  
 19 *or complex (mammalian cogitative activities) aids in the understanding that some tools will*  
 20 *be more effective than others. Rather than understanding the differences in basic and*

1 *complex emotions, it is far more important to develop an awareness to what is working and*  
2 *what is not working for you to feel better:*

3

4 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 he or she dwells upon ‘that which is  
7 wanted’ when positive emotions come forward. Negative emotions come from ‘looking at’  
8 or ‘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 of that which is wanted’. Continual  
12 discussion around these emotionally positive subjects lays the foundational touch stones for  
13 moving up the emotional staircase where more joyous and healthy activity resides. At first,  
14 these touchstones may be just ‘less painful.’ Yet, with continual work, movement up the  
15 emotional staircase will eventually bring emotionally positive results.

16

17 Individuals can’t focus on what they don’t want and have positive emotions. We may use  
18 positive words, but if the emotion behind our words is still negative, nothing changes. When  
19 words and phrases are positive but the emotional state behind such words remains negative,  
20 mental activity is still negative and unhealthy. The emotions behind the mental activity are  
21 the guiding factor. Or more precisely, the physiological biochemical alterations produced by

1 cognitive activity that consciousness perceives as emotions. Focus on the emotional state.  
2 When it changes from negative to positive; positive-sounding words become honest and in  
3 harmony. The conversation revolving around a subject now leads towards health and well-  
4 being. The challenge is to continue to modify the attributes of the conversation in this  
5 healthier direction and to bring forth more and more positive emotions.

6

7 But the engineering mind and the gamer mind (as in chess) seem to develop positive  
8 emotions while identifying and holding a problem in stasis, while searching for and allowing  
9 solutions to ‘come to mind’. The design of the prefrontal cortex seems to be integral to this  
10 process by holding ‘what’s not wanted’, which stimulates negative emotion, in the right  
11 prefrontal cortex and the desired outcome of ‘what’s wanted’, which stimulates positive  
12 emotion, within the left prefrontal cortex. (ref: 8-3)

13

## 14 2. Reframing and Appreciating

15 To appreciate a person or persons means to find something of “value” (stimulating  
16 emotionally positive cognitive activities\*) within them to focus upon. To appreciate a  
17 situation means to find something of value within the situation and bring it cognitively  
18 forward. Appreciation means to make the effort to dwell upon some emotionally positive  
19 aspect of a person, place, or event. “This rain means we can’t go for our walk, but we can  
20 catch up on our reading.” The subject matter doesn’t change. It hasn’t stopped raining, but

1 the rain's positive attribute is brought forward and the emotional state improves. Or as the  
2 saying goes, 'make lemonade out of lemons.'

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

8

9 Listing the emotionally positive attributes of persons – or events – requires the work and  
10 effort needed to use emotions to guide one's focus from emotionally negative aspects to  
11 emotionally positive aspects. But once these emotionally positive attributes are identified and  
12 they become first in a series of thoughts, the actions and events which follow will become  
13 healthier. Remember, the primary goal in these exercises is to bring about emotionally  
14 positive cognitive activity which correlates with a healthy lifestyle. Appreciating nature is a  
15 wonderful method for extricating oneself from the harsh 'realities' of a negative world and  
16 into another, no-less-real 'reality' of beauty and marvel that also exists in our world.

17 \*The cumbersome phrase 'emotionally positive (or negative) stimulating event is still a short  
18 hand of the more accurate phrase, 'cognitive activities that precipitate biochemical  
19 physiology that stimulate emotional positive neural networks that consciousness then

1 perceives'. The issue is within the lack of understanding within the even more common  
2 phrasing of 'it is good' or 'it is bad' or 'it makes me happy', or 'it makes me sad'. All these  
3 common phrasings misplace the responsibility 'I' have in creating 'my own' emotional state  
4 of being.

5

### 6 3. Touchstones

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

17

### 18 4. Acts of kindness

19 A healthy lifestyle means to live – and to act from – an emotionally positive place. An  
20 emotionally positive action develops a touchstone to a healthier lifestyle. One method to  
21 bring up the emotions of a positive lifestyle is to perform acts of kindness. This extends the

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

6

## 7 5. Distractions

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

15

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

1 Going to a bar for a few drinks with friends can be a very effective means of distraction.  
2 Much too often, however, this distraction like drugs and medications, may be seen as the  
3 final solution...and the subject(s) of angst is never re-approached and resolved.

#### 4 6. Meditation

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

13

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

## 1        7. Sports

2        Within the educational curriculum, organized sports provide great opportunities to promote  
3        lifelong mental health and well-being. For most student athletes, performing well is their top  
4        priority and focus. Enhanced physiology for peak performance is a function of feeling good  
5        which correlates with a cognitive knowing of strength, vigor, and adeptness and an actuality  
6        of strength, vigor, and adeptness. Feeling good means adherence to a strict protocol of  
7        utilizing the emotional guidance system to evaluate one's own mental activities. \* Negative  
8        attitudes and nervousness hinders an athlete's performance potential. Negative emotions  
9        mean an altered neural circuitry and a diminished biochemical balance from that found  
10       within the natural performance-enhancing attitude of feeling good and the presence of  
11       strength, coordination, and empowerment. Record-setting performances come from a  
12       physiology found within emotionally positive states of being. An athlete's whole life will  
13       benefit from the cognitive skills and training developed to utilize the emotional system for  
14       physical performance enhancement during athletic competition.

15

16       \*Over excitement, although bringing forth good feelings, indicates a new biochemical  
17       physiology that has yet to be integrated into a harmonious synergy of mind, body, and  
18       emotions needed for competition.

## 1        8. Music and the Arts

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

12

## 13        9. Stop going there

14 Maybe a subject is so vast and unyielding that the only solution is just to ‘not go there’.  
15 There is no solution, view point or aspect that elicits positive emotions. Avoidance may not  
16 be ‘how I was brought up’ or ‘politically correct’ but it may be important for a person’s  
17 health and well-being. “That is not your problem” may be the best advice a therapist can give  
18 for developing a patient’s health. There is an important lesson here in valuing personal health  
19 and well-being and the role of the personal emotional guidance system over the values  
20 imposed by society and others. For example, fixating on world hunger can become

1 overwhelming. If a person isn't able to view or evaluate such a subject and emotionally feel  
2 good about the 'good' they can do, perhaps it is a subject for that person to put aside.

3

#### 4 10. Having Compassion for Self

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

9

#### 10 11. Using Religious Ideals

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

19

20 "Let go and let God" or "trust in Allah" are just a couple examples of how religious beliefs  
21 can be used to bring about emotionally-positive cognitive activities. The subject of

1 forgiveness may be about someone and their transgressions, but, most importantly,  
2 forgiveness is by and large for the injured. Forgiving someone is an act of letting go of a past  
3 experience so that a new life may begin. Forgiveness is a way for a person to move on with  
4 life so that he or she may be “reborn” into a better existence. Other words of comfort may  
5 include:

6

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

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

12

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

16

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

18

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



1 feel better and that angry person may reply “I will feel better when I punch him in the face.”  
2 Or “when my brother stops doing that, then I will feel better”. That is, when the proverbial  
3 “they” stop doing “whatever”, then “I” will feel better. To depend on someone else’s  
4 behavior changing in order to feel better is a trap. It requires that “every person in the world  
5 who doesn’t do as you like must change. Is that really a reasonable expectation?” The need  
6 for action can and should be satisfied, but action from a positive emotional place is far  
7 different and more effective than action taken in anger.

8

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

18

19 A person may have to only focus on a very narrow and constrained view of the world in  
20 order for to access and use his or her emotional guidance. A person’s world view may be  
21 limited to a back yard or to the shadows on the bottom of a pool of water. But as healing

1 occurs, broadening the understanding of how to use emotional guidance in an increasingly  
2 vast and complicated world becomes necessary. Developing the cognitive-emotional ability  
3 to function in society is one measure of health. A greater measure of health and sanity is to  
4 actually enjoy the opportunities society offers. Tens of thousands of years of human  
5 evolution means health and well-being is a function of our ability to use our emotions to  
6 guide our cognitive behaviors.

7

8 References:

9 8-1: *Sifting and winnowing*. Retrieved from

10 [https://en.wikipedia.org/wiki/Sifting\\_and\\_winnowing](https://en.wikipedia.org/wiki/Sifting_and_winnowing)

11 8-2: Gorwood, P., Corruble, E., Faliissard, B., Goodwin, G.M. *Toxic Effects of Depression*

12 *on Brain Function: Impairment of Delayed Recall and the Cumulative Length of Depressive*

13 *Disorder in a Large Sample of Depressed Outpatients*. Retrieved from

14 [https://www.researchgate.net/profile/Philip\\_Gorwood/publication/5470592\\_Toxic\\_Effects\\_o](https://www.researchgate.net/profile/Philip_Gorwood/publication/5470592_Toxic_Effects_of_Depression_on_Brain_Function_Impairment_of_Delayed_Recall_and_the_Cumulative_Length_of_Depressive_Disorder_in_a_Large_Sample_of_Depressed_Outpatients/links/0912f507856970f314000000.pdf)

15 [f\\_Depression\\_on\\_Brain\\_Function\\_Impairment\\_of\\_Delayed\\_Recall\\_and\\_the\\_Cumulative\\_Le](https://www.researchgate.net/profile/Philip_Gorwood/publication/5470592_Toxic_Effects_of_Depression_on_Brain_Function_Impairment_of_Delayed_Recall_and_the_Cumulative_Length_of_Depressive_Disorder_in_a_Large_Sample_of_Depressed_Outpatients/links/0912f507856970f314000000.pdf)

16 [ngth\\_of\\_Depressive\\_Disorder\\_in\\_a\\_Large\\_Sample\\_of\\_Depressed\\_Outpatients/links/0912f5](https://www.researchgate.net/profile/Philip_Gorwood/publication/5470592_Toxic_Effects_of_Depression_on_Brain_Function_Impairment_of_Delayed_Recall_and_the_Cumulative_Length_of_Depressive_Disorder_in_a_Large_Sample_of_Depressed_Outpatients/links/0912f507856970f314000000.pdf)

17 [07856970f314000000.pdf](https://www.researchgate.net/profile/Philip_Gorwood/publication/5470592_Toxic_Effects_of_Depression_on_Brain_Function_Impairment_of_Delayed_Recall_and_the_Cumulative_Length_of_Depressive_Disorder_in_a_Large_Sample_of_Depressed_Outpatients/links/0912f507856970f314000000.pdf)

18 8-3: Davidson, R.J., Begley, S. (2012). *The Emotional Life of Your Brain*. New York, NY:

19 Hudson Street Press.

20 8-4: Dubuc, B. *The Brain*. Retrieved from

21 [http://thebrain.mcgill.ca/flash/a/a\\_03/a\\_03\\_p/a\\_03\\_p\\_que/a\\_03\\_p\\_que.html](http://thebrain.mcgill.ca/flash/a/a_03/a_03_p/a_03_p_que/a_03_p_que.html)

- 1 8-5: Goleman, D., Davidson, R. (2017) *Altered Traits*. New York, NY: Penquin Random
- 2 House LLC

## **9.0 Conclusion**

1

2

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

9

10 Well-being begins with an appreciation and understanding of the remarkable 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

1 in ever new, healthful and creative ways. Despair, frustration, anger, hate and depression  
2 should not serve as fuel for acts of violence, war, and suicide. Instead, they should serve as a  
3 springboard of awareness for the need and priority to.... **STOP** ...to stop the downward  
4 spiral into hell. There is an array of neurological networks associated with positive emotions,  
5 physiology and actions, a second associated with negative emotions, physiology and actions,  
6 and a third that inhibits and freezes action. The inhibitory neural network provides the  
7 circuitry to stop and to **‘not act’**. Activation of this neural network is the backbone of  
8 humanity’s genius and ability to stop and take a moment to reflect, reevaluate, and alter their  
9 destiny. From a mental locus of great pain and anguish there exist steps to lesser pain, from  
10 which exist steps to no pain. Eventually these clear and iterative improvement steps will lead  
11 to new places **and acts** of appreciation, joy, and passion. The value of therapy, psychology,  
12 and psychiatry to help a person retrain his or her mind cannot be underestimated. A new life  
13 can be reborn and that is a very wonderful event.

14

15 **Revisions:**

16 27. 2018-03-21: Symbiotic Psychology is a major rewrite of Cognitive-Emotional

17 Therapy.

18 28. 2018-03-27a: Added the Three Postulates of Symbiotic Psychology

19 29. 2018-03-27b: reformatted paper

20 30. 2018-04-01a-c: more general editing

21 31. 2018-06-10a: general rewriting Sections 1-5

- 1 32. 2018-06-12a-c: reformatting
- 2 33. 2018-09-19a-b: some general rewriting of 1.0 Abstract, removed essay on 'Become
- 3 Your Own Super Hero'.