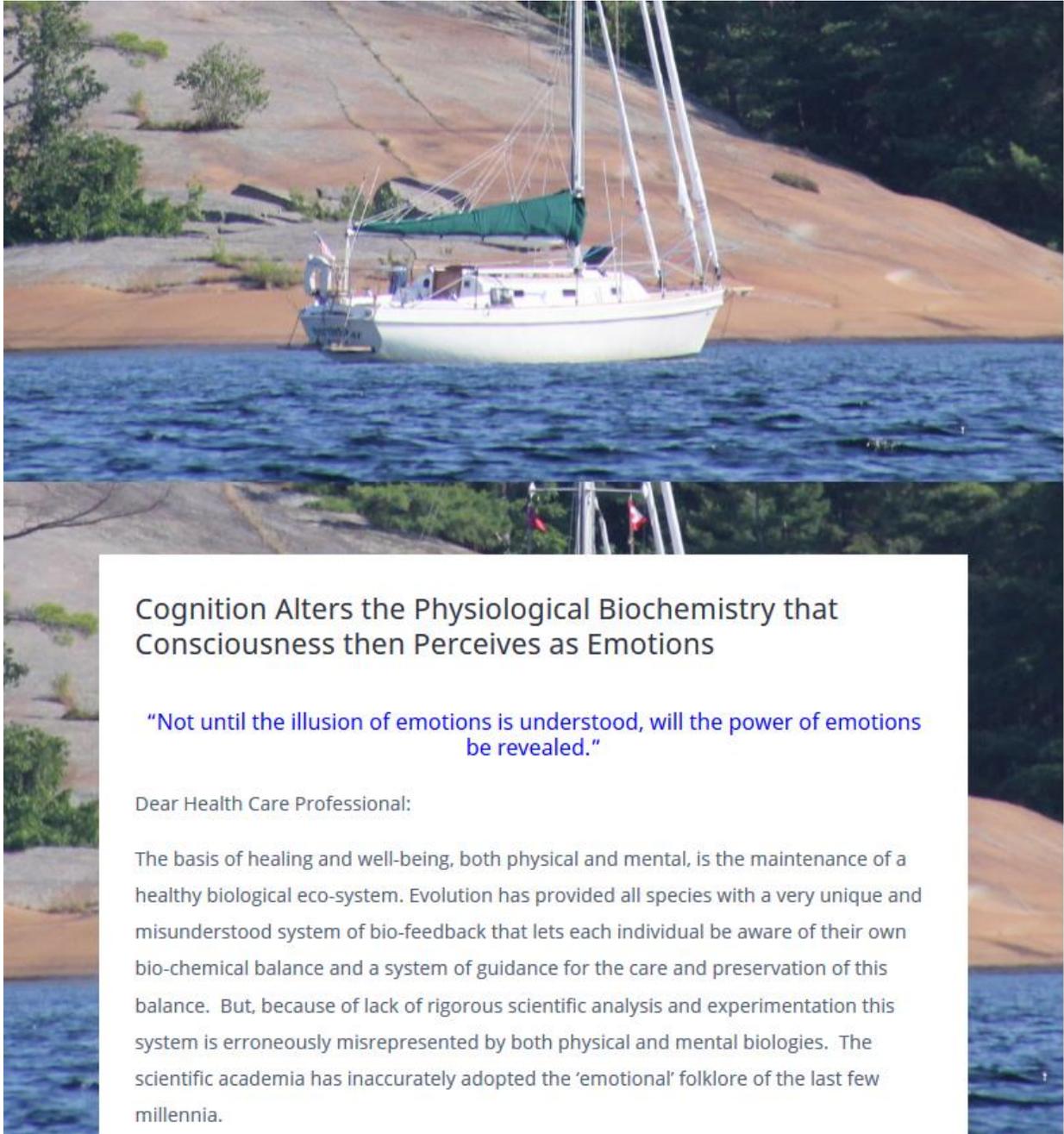


# Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness

(rev2018-12-30b)



## Cognition Alters the Physiological Biochemistry that Consciousness then Perceives as Emotions

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

Dear Health Care Professional:

The basis of healing and well-being, both physical and mental, is the maintenance of a healthy biological eco-system. Evolution has provided all species with a very unique and misunderstood system of bio-feedback that lets each individual be aware of their own bio-chemical balance and a system of guidance for the care and preservation of this balance. But, because of lack of rigorous scientific analysis and experimentation this system is erroneously misrepresented by both physical and mental biologies. The scientific academia has inaccurately adopted the 'emotional' folklore of the last few millennia.

**By: Andrew Jackson**

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



# **Symbiotic Psychology:**

**The Synergy Between**

**Mind,**

**Body,**

**Emotions,**

**and Consciousness**

**Symbiotic Psychology**

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



## Dedications and Acknowledgements

Mr. Abraham, De Forest H.S. agriculture teacher.... a greatest of teachers  
Rex J., Dean J., Steve E., Richard H., Bob K., Stefan S..... good times with good friends  
Steve S. and Jerry S..... friends to all sailors  
William A, aka Wild Bill..... gate keeper  
Allisanne A., Maltee R., Rebecca R..... always part of my heart  
Connie P..... friendship  
CaLey Wong....my first wife who took the brunt of my illness, I so deeply apologize  
Pepper and Kathryn Jackson....my parents who unwittingly gave me my psychotic life, as  
well as, my character and propensity for scouting out my own path to recovery  
Sharron Ferrell, LMFT, Dr. Angel Rodriguez-Chevres, MD.... care givers extraordinaire  
Abraham and Esther Hicks ....my inner circle of life from which I first heard the term  
*emotional guidance*  
Barbie Jackson, my first mate in charge and keel to our hectic but joyous lives  
Honey Bunch, Jennifer, Mindy, Lili and Thomas.... cat's rules  
To Others with whom I wasn't my best.... I apologize

---

While we walk together a short while in this life  
May we feel the sun and follow our stars  
May we enjoy a winter's blizzard and a summer's storm  
This short while, while we walked, together



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# Preface

(rev2018-11-19b)

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.

In "Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness", 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.* Emotions don't change biology, cognition changes biology. Emotions are the sensory perception of this biological change. 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 greater than my

1 words can penetrate. Yet, this is where a cure can be found would one dare to look and  
2 imagine.

3

4 Andrew Jackson

5 2018-11-19



1 **Subject: Redefining Therapeutic Success**

2 Date: rev2018-12-18

3  
4 Dear Health Care Professional:

5  
6 The basis of healing and well-being, both physical and mental, is the maintenance of a  
7 healthy biological eco-system. Evolution has provided all species with a very unique and  
8 misunderstood system of bio-feedback that lets each individual be aware of their own bio-  
9 chemical balance and a system of guidance for the care and preservation of this balance.

10 But, because of lack of rigorous scientific analysis and experimentation, this system is  
11 erroneously misrepresented by both physical and mental biologies. The scientific academia  
12 has inaccurately adopted the ‘emotional’ folklore of the last few millennia.

13  
14 This system of individual guidance for health maintenance and well-being is the  
15 misinterpreted, biologically evolved system of emotions. The following discussion,  
16 “*Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness,*”  
17 provides a unique scientific argument and rationale that emotions have evolved as a  
18 biological system with correlative connections to the (a) knowing of physical and mental  
19 strength, agility, and vigor, (b) the actuality of physical and mental strength, agility, and  
20 vigor and (c) the positive emotional feelings of pleasure, joy, and happiness. But what  
21 actually are emotions?

22  
23 Academia’s cognitive construct of the emotional experience is: (a) an experience within an  
24 environment of core beliefs (b) produces an emotion which then (c) triggers a  
25 physiological/biochemical response. But, simply, how can emotions trigger a  
26 physiological/biochemical response when emotions are, instead, the  
27 physiological/biochemical response? Psychological, psychiatric, and pharmaceutical  
28 therapies, on which biological health and well-being are dependent, is based upon altering  
29 cognitive behavior to change emotional biology, which does happen, but the neural  
30 networking is misunderstood.

1 Can we tweak cognitive behavior therapies without changing the basis of success of these  
2 therapies, that is, in their ability to change cognitive activities and cognition's effectual  
3 change in emotions and its correlative physiological biochemistry? What if, rather than  
4 viewing emotions as the cause which produces the physiological and biochemical responses  
5 in the brain and body, we were to reverse this paradigm to view cognitive activities as the  
6 producers of these responses? Emotions could then be understood to be the perception of  
7 these physiological/biochemical responses. The conundrum of emotions both triggering  
8 physiological/biochemical responses and being the response is relieved, and the research of  
9 the effectiveness and success of cognitive behavior therapies is maintained.

10  
11 *An experience within an environment of core beliefs stimulates an (automatic) thought and*  
12 *other cognitive neural network activities. These cognitive activities (thoughts, imaginations,*  
13 *perceptions) initiate a biochemical/physiological reaction within the brain and body. It is*  
14 *this physiological biochemistry of the brain/body that actuates the neural networks of*  
15 *emotional perception.*

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

24  
25 There is a key difference between the paradigms of “emotions guiding cognitive behavior”  
26 and “cognitive behavior managing emotions”. Within the construct of “cognition managing  
27 destructive emotional behavior,” it is the intellect which identifies, determines and defines  
28 that which is destructive cognitive and biological behavior. Within the construct of  
29 “emotions guiding cognitive behavior,” it is the very presence of negative emotions which

1 identifies, determines and defines destructive cognitive and biological behavior. If emotions  
2 are the perception of physiological biochemistry, then negative feeling emotions are the  
3 indication of very real aberrant and destructive cognitive and biological behavior. But as a  
4 sensory perception, emotions themselves can not be aberrant and destructive, nor be a  
5 disorder in need of control and management.

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

14  
15 The great advantage of this tweaking of a paradigm is that now cognitive behavior therapies  
16 may very well prove to be a more effective and robust tool in the treatment of severe bi-  
17 polar, psychotic, and suicidal depression and other very demanding "illnesses". With  
18 emotional guidance training and with a new battery of pharmaceutical medications  
19 emphasizing cognitive self-management, true healing may become the new norm.  
20 Pharmaceuticals should be perceived as a temporary crutch only aiding the patient's  
21 conscious control of cognitive behavior as guided by his/her own emotional guidance.

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

1 “*Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness*”  
2 outlines this new role of emotional guidance training. I would appreciate any feedback and  
3 criticisms, including any additional suggestions for clarifying this presentation.

4

5 Sincerely,

6

7 Andrew Jackson

8 2018-12-17



1 **Subject: Become Your Own Super Hero**

2 Date: rev2018-11-19a

3  
4 Dear Patient,

5  
6 How bad is it? How bad do you want what you don't have? How bad do you want to have  
7 the good life that others have and you don't. If you are a prisoner in jail, what do you want?  
8 If you are angry and mad at everything in the world, what do you want? If you are alone,  
9 hiding in a room, never wanting to see the light of day, what do you want? If you are in  
10 poverty and living in filth, with never enough food or warm clothes, what do you want? If  
11 you are sick and in misery, what do you want? If you are depressed with nowhere to turn but  
12 death, what do you want? If you are on drugs or alcohol and your life is in ruins, what do  
13 you want? If all you do is go to work day after day after day with nothing to bring home,  
14 what do you want? If you are literally in jail or figuratively imprisoned within your own  
15 mind, and hate your life..... if you can't understand how to free yourself from your own  
16 poverty, mental anguish, and violence that are the iron bars that have captured your life of  
17 joy and freedom..... if you are a person wasting away in the gutter, without a home or friend  
18 and you need to change your life then maybe you are ready to join the knights of old in their  
19 quest for honor, wealth, justice and freedom. If you are an athlete needing to win, or an artist  
20 needing to express or if you are a dancer ready to fly and to take a step on your own quest for  
21 success, empowerment and self-determination and being, then maybe you are ready to escape  
22 your worldly limitations and join the warrior knights of the future, the "Jedi Knights" (from  
23 the movie *Star Wars*).

24 We have evolved to be joyous beings, to enjoy life and to enjoy work. Some people have  
25 figured this out. They are writing their own story and you don't exist. If you really want to  
26 change and be a different character in your own play, you have to act. You have to do  
27 something to change your life. You have to intend another existence, life, and story. What  
28 do you want? What do you want to do? What do you want to have? Use the misery and  
29 hardship of your unwanted existence and take a step and determine what you want or intend

1 to have or do today. Today, find something that will make you feel just a little bit better.  
2 Find something that lifts you just a little bit..... something....

3

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

12

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

17

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

1 part of us that evolved first, a kind of “if it moves, eat it” mentality and into the “mammalian  
2 brain” where more intricate and complex issues may be resolved with a greater all-  
3 encompassing harmony.

4

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

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

25

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

1 Because every super hero needs their own mental super powers, [http://emotional-  
3 evolution.com/cognitive-emotional-therapy/](http://emotional-<br/>2 evolution.com/cognitive-emotional-therapy/) tells you how to get them. This latter section  
4 deals with the nuts and bolts that you can use to rebuild your own life into something  
5 wonderful, a life that you can enjoy and where you can actually feel good most of the time.  
6 The whole paper can also be downloaded for you to dwell upon at your own pace and  
7 convenience (check the menu bar). Good luck! “Life is a state of mind” (from the movie  
8 *Being There*). Make your state of mind one you like. It all can start with an intention to do  
9 something to feel less bad today! With this one step, to do something to feel a little better,  
10 you will learn that you do have a power.....not the power of a victim, but the power of a  
11 warrior, of a warrior knight, of a “Jedi Knight”.

12 Sincerely,

13

14 Andrew Jackson

15 2018-03-23



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



**1.0 Symbiotic Psychology**

1  
2  
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14

*Emotions are the perception, by consciousness, of a physiological biochemistry actuated by cognitive activities of our evolved and nurtured neural circuitry. Because emotions are perceptions of a state of biology being precipitated by cognition, emotions are a reflection of, and give insights into, the nature of cognitive behavior. Emotions are neither destructive nor constructive but rather they are signals of the presence of very real destructive and constructive cognitive behaviors. 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. Now the question is, how are these correlations between cognition, biology, and emotions understood, nurtured, and developed within our society for successful decision making? (ref. 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10)*

15 Andrew Jackson  
16 2018-03-23



## 1.0 Symbiotic Psychology

1 A person cannot perceive the pain of putting their hand on a hot stove without first putting  
2 their hand on the hot stove. And it is the hot stove that is altering the biochemical physiology  
3 of the hand that consciousness is perceiving as pain. Likewise, a person cannot have an  
4 emotional response to an accident of a person injuring themselves in a table saw without first  
5 having an accident to be perceived. The accident must occur first, which is then perceived  
6 and cognitively digested by the brain/mind, which in turns activates biochemical  
7 physiological changes within the body. It is these changes in biology that consciousness then  
8 perceives as emotions. It is these emotional perceptions that are necessary for any  
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, which consciousness  
16 then perceives and calls emotions?

17

18 Emotional events do not occur without any physiological biochemical changes. To have an  
19 emotional event, there must first exist a correlative biochemical change events within the  
20 body and these biochemical events in the body are initiated by activities within the cognitive  
21 neural networks. Since emotions are the perception of physiological biochemical changes

## 1.0 Symbiotic Psychology

1 triggered by cognitive events, being emotionally out of control is a false construct of the  
2 mind. It is not possible that an emotional event can precede its correlative cognitive event.  
3 Therefore, a person who is “emotionally out of control” is in fact “cognitively out of control”  
4 and any “emotional 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 neural circuitry. Because emotions are  
8 perceptions of a state of physical being precipitated by cognition, emotions are a reflection  
9 of, and give insights into, the nature of cognitive behavior. Emotions are neither destructive  
10 nor constructive but rather they are signals of the presence of very real destructive and  
11 constructive cognitive behaviors. 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. Now the question is,  
14 how are these correlations between cognition, biology, and emotions understood, nurtured,  
15 and developed within our society for successful decision making? (ref. 1-1, 1-2, 1-3, 1-4,  
16 1-5, 1-6, 1-7, 1-8)

17

18 This text uses the theory of evolution to develop an argument that there are fundamental and  
19 necessary correlations between (1) the mental activities of cognition, (2) the body’s  
20 physiology and biochemistry, (3) the emotional perceptions of feeling good and feeling bad,  
21 and (4) consciousness. Understanding these correlations reveals an emotional neural circuitry

## 1.0 Symbiotic Psychology

1 designed to perceive **all cognitive activity** in terms of a healthy/unhealthy physiological  
2 biochemistry. Because an emotional event follows its correlative biochemical/neurological  
3 event, consciousness cannot regulate or manage emotions directly. *Consciousness can*  
4 *regulate and manage cognitive activities which consequently initiate physiological and*  
5 *biochemical changes that are then perceived as emotions.* This section addresses the power  
6 and extreme usefulness of understanding how emotions are a perception of  
7 biochemical/neurological physiology and as an evolved emotional guidance system for  
8 consciousness to evaluate and modify cognitive activities. It is this understanding that is so  
9 important for the mental health community. This aspect of an evolved emotional guidance  
10 system must be incorporated into psychological and pharmaceutical therapy as well as into  
11 every day personal usage for the health and well-being of an individual.

12

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

## 1.0 Symbiotic Psychology

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 proposed psychological and pharmaceutical therapies. **Section 7** presents a  
5 method to progress towards emotional wisdom, which can guide cognitive activities towards  
6 healthy, successful, and environmentally adaptive deductions, conclusions and decisions.  
7 Examples of therapeutic exercises to develop healthy cognitive-emotional behaviors are  
8 outlined in **Section 8**. **Section 9, Emotional Guidance – The Dark Side**, leads a  
9 discussion on how nature’s wonderful mind, body, emotions and consciousness correlative  
10 relationships can go astray. **Section 10** summarizes how the human spirit is intertwined  
11 within a massive collection of neural networks and circuits. At the end is a collection of  
12 **Appendices: Essays on Emotional Wisdom** reflecting the impact of Symbiotic Psychology,  
13 **The Synergy Between Mind, Body, Emotions, and Consciousness** upon the human  
14 landscape.

15

16

### 1.1 Introduction to Symbiotic Psychology

17

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

18

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

19

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

20

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

21

*natural response of the body is usurped in some fashion and the hand burns a little, maybe a*

## 1.0 Symbiotic Psychology

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

5

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

14

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

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

## 1.0 Symbiotic Psychology

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

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

12

13 Cognition deals with the processes of knowing, namely, perception, recognition, conceiving,  
14 and reasoning (ref 1-12). The focus of this paper however, is how emotions have evolved  
15 their own wisdom and how that knowledge should be processed for the health and well-being  
16 of the individual. Emotional neural circuits provide feedback about how cognitive processes  
17 need to be further utilized before any internal mental deliberations can be properly  
18 concluded. The significance of negative emotions means the presence of a physiological  
19 biochemistry that is unhealthy for the individual and the need for more cognitive

## 1.0 Symbiotic Psychology

1 deliberation. The work isn't finished until positive emotions come to dominate and signify  
2 and reflect that a healthy physiological biochemistry has been achieved.

### 3 4 **1.3 The Four Postulates of Symbiotic Psychology**

5  
6 **1. Emotions are the Perception of Physiological Biochemistry:** Cognitive neural  
7 circuitry activities (a) stimulate biochemical activity within the brain and body (b)  
8 that we perceive as emotions (c). The emotions that we feel (c) are the result of  
9 physiological biochemical activities (b), not their cause. The illusion of emotions is  
10 that emotions drive the mind and its biochemistry. Rather, cognition precipitates  
11 changes in the body's physiological biochemistry which consciousness then perceives  
12 as emotions. Therefore, since physiological biochemistry is a consequence of  
13 cognitive behavior, emotions are not constructive or destructive in themselves as they  
14 only exist as a reflection of very real constructive and destructive cognitive behavior.

15  
16 **2. Evolved Correlations:** The cognitive construct of emotions evolved out of the  
17 necessary correlative relationships between cognition, physiological biochemistry,  
18 emotions and consciousness that promoted life throughout the ages. Emotionally  
19 feeling good must correlate with (a) the body's physiological biochemistry of health  
20 and well-being, (b) the mind's knowing of health and well-being, and (c) an actuality  
21 of physical health and well-being. Therefore, cognitive activities should not dwell  
22 within emotionally negative events but, rather, should continue an iteration of various

## 1.0 Symbiotic Psychology

1 cognitive activities until emotionally good feelings reflect physical health and well-  
2 being and a focus upon that which is wanted and desired.

3  
4 **3. “Feels Good is Good”:** Whether one is perceiving emotions, feelings, or affect, it  
5 will boil down to some aspect of feeling good or feel bad. And, within the ethics of  
6 evolution, feeling good is healthy and right, and, feeling bad is not. Because of this  
7 basic emotional ethical system of ‘feels good is good’ evolved out of the ‘reptilian  
8 brain’ of ‘might is right’, parenting and community education and training must strive  
9 to push moral and ethical debate up into our ‘mammalian brain’ where a more  
10 complex cognitive and emotional awareness of ‘might for right’, ‘feels good is good’  
11 ethics can be sustained.

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

## 1.0 Symbiotic Psychology

**1.4 Author's Note:**

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

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

## 1.0 Symbiotic Psychology

1 The thesis of this paper is that emotions are perceptions of physiological biochemical states  
2 and that these physiological biochemical states of the body are a product of cognitive neural  
3 networks stimulating areas of the brain that in turn produce the changes in biochemistry.  
4 Since emotions are a perception of a state of physical being precipitated by cognition,  
5 “aberrant and destructive emotions” are but a reflection of the true prime mover, cognition.  
6 And, cognitive activities can be extremely aberrant and destructive. It is cognition that must  
7 be managed by understanding the significance and meanings of emotional perceptions. (ref.  
8 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8)

9

10 I believe there is enough argument of logic within this paper to foster much-needed academic  
11 discussions. Until such a time occurs, much can be individually accomplished by just  
12 understanding the arguments within this discussion and applying the principles of symbiotic  
13 psychology to everyday, mundane events in life. This paper is my effort to promote a new  
14 wave of understandings within the symbiotic relationships between cognition, physiological  
15 biochemistry, emotions, and consciousness.

16

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1.0 Symbiotic Psychology

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

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

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

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

## 2.0 Emotions as an Evolved Biological System

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

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

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

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

## 2.0 Emotions as an Evolved Biological System

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

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

## 19 2.2 Cognitive Imagination and Evolution

20 How would a genetic line survive (1) if the body's need for water did not stimulate the  
21 mind's imagery of obtaining water or (2) if this imagery of obtaining water correlated with

## 2.0 Emotions as an Evolved Biological System

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

10

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

16

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

## 2.0 Emotions as an Evolved Biological System

1 emotionally negative neural network perceived by consciousness. There must have been an  
2 evolutionary development that resulted in these correlations or we wouldn't have survived as  
3 a species.

4

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

18

19

### **2.3 Conclusions**

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

## 2.0 Emotions as an Evolved Biological System

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

11

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

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

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2  
3 *The physical pain of a hand on a hot stove brings about a very natural reflexive response.*

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

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

20 The illness in mental illness arises when healthy responses to the emotional system are  
21 absent and the individual does not have the mental/emotional capacity, agility, or wisdom to

## 3.0 Depression: Mental “Illness” or Mental “Injury”

1 respond to his/her emotional guidance in a natural and healthy manner to get his/her mind off  
2 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 anomaly  
7 when a person’s mental activities are unhealthy. That is, when cognitive activity dwells  
8 upon unwanted, unhealthful, or negative aspects of life. When a mind remains on the hot  
9 stove, he/she is activating a completely different neural logical network. There should be a  
10 different biochemical signature. The fallacy is in the attempt to pharmaceutically normalize  
11 a patient’s physiological biochemistry without also removing that person’s mind from the hot  
12 stove and rehabilitating healthy neural network activities between cognition, body, emotions  
13 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 mind, body, and emotion correlative relationships that can be  
19 utilized by consciousness.

### 3.0 Depression: Mental “Illness” or Mental “Injury”

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

10

#### 11 **3.2 Responding to a neurological emotional guidance network**

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

16

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

## 3.0 Depression: Mental “Illness” or Mental “Injury”

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

5

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

## 3.0 Depression: Mental “Illness” or Mental “Injury”

1 **3.3 Conclusion**

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

9

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### 3.0 Depression: Mental “Illness” or Mental “Injury”

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

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There is a need for understanding emotional guidance and cognitive regulation in the discipline of psychological and pharmaceutical therapy. “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 can train the individual how to use emotional guidance to change correlative cognitive activities. Any undesirable cognitive activities can be used as a launching pad to reach for less negative and, eventually, positive and productive cognitive activities that result in a healthy biology and associated positive emotions.

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

## 4.0 Cognitive/Emotional Rehabilitation

1 smelling, and tasting – as well as the physical activities a person may engage in. All of the  
2 cognitive activities associated with these activities also give rise to associated emotional  
3 responses to be heralded and empowered into well-being through encouragement by the  
4 psychologist.

5

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

## 4.0 Cognitive/Emotional Rehabilitation

**4.1 Emotional Guidance**

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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

#### 4.0 Cognitive/Emotional Rehabilitation

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

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

15

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

## 4.0 Cognitive/Emotional Rehabilitation

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

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

7

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

16

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

#### 4.0 Cognitive/Emotional Rehabilitation

## 5.0 Psychological Therapy

1

2

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

15

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

## 5.0 Psychological Therapy

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

9

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

17

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

## 5.0 Psychological Therapy

1 their patient's understanding of this process and to train and to develop his/her cognitive  
2 skills necessary to pivot cognitive activity from that which is 'not wanted' to cognitive  
3 activity of that which is 'wanted'.... from feeling bad to feeling good. Emotions are the  
4 guiding light regarding the success or lack of success in this change of focus within  
5 cognition. Neuroplasticity of the brain means that everybody has the capacity to realize a  
6 new and more beneficial reality because the brain can rewire itself and create new circuits of  
7 understanding and alternative healthy behavior.

8

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

## 5.0 Psychological Therapy

1 It is the symbiotic nature of cognition and consciousness to ferret out that which is wanted  
2 from within that which is not wanted. It is also within this nature to acknowledge that which  
3 is not wanted (or focus on the lack of what is wanted) from within that which is wanted.  
4 Cognition and consciousness have a basic biological function to maintain a healthy and vital  
5 physiological biochemistry. Emotions have a function. Emotions bring an awareness to  
6 consciousness of the health, or lack thereof, of cognitive activities. Feeling good correlates  
7 with a healthy biochemistry and feeling bad correlates with an unhealthy biochemistry.  
8 Psychological and pharmaceutical therapy must honor these functions. Mental ‘illnesses’  
9 arise when healthy responses to the emotional system are absent and the individual does not  
10 have the mental/emotional capacity, agility, or wisdom to respond to his/her emotional  
11 guidance in a natural and healthy manner to ‘get his/her mind off of the hot stove’.  
12  
13 The goal and practice of *psychological rehabilitation* is to utilize the brain’s power of  
14 neuroplasticity and to develop within a person the mental agility and reflexes to  
15 constructively respond to his or her emotional guidance system. At first, these steps may  
16 simply go from painful emotions to less painful emotions, but eventually, with the  
17 development of new habits and skills of mental agility, the steps will be from feeling  
18 emotionally good to feeling emotionally even better. The presence of these skills is the  
19 presence of mental health and well-being and the ability to lead a ‘normal’ life.

## **6.0 Pharmaceutical Therapy**

1

2

3 *“Doctor, are you working with my therapist? Her therapy is helping me get control of my*  
4 *thinking. If a thought doesn’t feel good, I’ve got to find another that feels better. But, how*  
5 *can I do that when these meds you keep giving me make me feel all doped up. She says I need*  
6 *to understand that my emotions have evolved to help me get my mind off what feels bad.*

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

18

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

## 6.0 Pharmaceutical Therapy

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

4

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

9

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

## 6.0 Pharmaceutical Therapy

**6.1 Psychiatric Medications Designed for Healing**

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

10

11 These new types of pharmaceuticals would aid individuals in their abilities to use their own  
12 cognitive skills and reflexes to co-function with their emotional guidance systems. These  
13 new medications would aide and empower consciousness either to take the mind off the  
14 negative downward cognitive spiral of depression or to take the mind off the out-of-control  
15 upward cognitive spiral of mania. As a patient's new skills are developed and new neural  
16 circuits are cultivated, the need for, and the types of, pharmaceutical assistance changes.

17 There always should be the goal to eventually remove pharmaceutical assistance entirely.

18 But, like the hand on the hot stove, the neurocircuitry within the brain can be "damaged" so  
19 extensively that no amount of training and development will ever succeed because entire  
20 functions of the brain may have been irreversibly programmed into destructive patterns. In  
21 such cases, there is the possibility that the mind/body/emotion chasm may be permanent,

## 6.0 Pharmaceutical Therapy

1 resulting in a need for permanent pharmaceutical intervention and, in some cases,  
2 hospitalization. Never the less, new pharmaceutical research is required within the paradigm  
3 of cognition, rather than emotions, driving physiological biochemistry.

4

5

### 6.2 Masking Neurological Processes

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

14

15 The approach proposed in this paper does not negate the importance of pharmaceutical  
16 therapy, rather, it redefines its purpose, which is to target the brain's neuroplastic  
17 environment and to help individuals redevelop a healthy cognitive activity in response to  
18 their perceptions of emotional feedback about their physiological biochemical states of  
19 being. As discussed earlier, a person has an evolved emotional guidance system that  
20 promotes cognitive behavior that feels good emotionally. Negative emotions promote  
21 avoidance behaviors. Mental illness may be defined as a consciousness' inability to

## 6.0 Pharmaceutical Therapy

1 constructively respond to his/her own internal dialog between cognition and emotional  
2 perceptions and the inability of consciousness to actively engage in emotionally positive  
3 activities that are useful, healthful and life giving. Pharmaceutical therapy should augment  
4 psychological therapy to create conditions for redeveloping the neural networks that  
5 reinforce evolutionary design.

6

7

### **6.3 New Opportunities in Medicine**

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

17

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

## 6.0 Pharmaceutical Therapy

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

## 7.0 Cognitive-Emotional Wisdom

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

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

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

## 7.0 Cognitive-Emotional Wisdom

1 frustration to displeasure, from displeasure to pleasure, and from pleasure to joy over 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, require the athlete, as evolution has  
13 demanded, to be 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 to the demands, complexity, and nuances of our modern society. Cognitive-  
20 emotional wisdom also means having a broad enough perspective on 'what feels good is  
21 good' to understand that 'what feels good' in the immediate present may have a completely

## 7.0 Cognitive-Emotional Wisdom

1 different emotional response in the very near future. Jumping off a cliff may feel great, but  
2 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 lives' 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 with benevolent intent, but sometimes with  
11 malicious intent to manipulate individuals for ulterior purposes, such as exploitation or  
12 control.

13

### 14 **7.1 Development of Cognitive-Emotional Wisdom**

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

## 7.0 Cognitive-Emotional Wisdom

1 be impossible for the person to remain whole and mentally healthy. To be mentally well,  
2 individuals must have successfully mastered the necessary skills to navigate their cognitive  
3 and emotional processes through life's challenges and adventures. They must successfully  
4 integrate the lessons demanded by society and develop the necessary cognitive-emotional  
5 wisdom to succeed.

6

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

16

17 The first step towards cognitive-emotional wisdom is to establish a person's awareness of the  
18 fundamentals of the emotional feedback system. Unfortunately, even the syntax of language  
19 misrepresents the mind, body, emotion relationship with consciousness. To say that a  
20 person is "emotionally out of control" or having a "fit of rage", or "acting out in anger" or  
21 committing a "crime of passion" is an incorrect characterization. The person is not

## 7.0 Cognitive-Emotional Wisdom

1 “emotionally out of control” but, rather, he/she is “cognitively out of control” because it is  
2 the cognitive activities that are creating physiological and biochemical changes, which  
3 consciousness perceives and calls emotions. Emotions can not be aberrant and destructive  
4 because they are but the messenger. It is cognition that can be aberrant and destructive. It is  
5 cognition that is creating the physiological biochemistry that is running afoul.

6

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

12

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

## 7.0 Cognitive-Emotional Wisdom

1 **7.2 Cognitive-Emotional Wisdom in Education**

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 students' skills and abilities to be happy and  
11 joyous 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 by our  
18 original human ancestry. This emotional guidance system now needs to be prepared and  
19 cultivated and nourished for successful operation within today's technological world. This

## 7.0 Cognitive-Emotional Wisdom

1 modern environment requires a new awakening and acceptance of an individual's abilities to  
2 guide his or her own life.

3

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

11

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

17

18 Basic lessons in the understanding of and the application of one's own emotional system are  
19 vital. This means that our youth need education about how to develop joy in their lives.

20 Emotional wisdom is about taking healthful actions in joy rather than taking destructive  
21 actions in anger. The capacity to perform the mental gymnastics necessary to pivot from

## 7.0 Cognitive-Emotional Wisdom

1 destructive to healthy mental and physical actions should be developed within early  
2 childhood education to take full advantage of the brain's neuroplastic behavior to reinforce  
3 these habits.

4

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

13

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

## 7.0 Cognitive-Emotional Wisdom

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

6

7 **7.3 Criminal Justice Reform: The Unalienable rights of Life, Liberty and the Pursuit of**  
8 **Happiness**

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

## 7.0 Cognitive-Emotional Wisdom

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

6 Discussion and debate must move upward out of our more reflexive reptilian brain and into  
7 our more compassionate mammalian brain where reality not only seems different, it is  
8 different. Different neural networks are assembling a different world.

9

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

15

16 Where is the society and culture that promotes cognitive-emotional wisdom ***education and***  
17 ***training*** within our schools and prisons? Where is the society and culture that knows not of  
18 punishment, but understands the wisdom and freedom of joy? Every person has an  
19 emotional guidance system; its understanding and training must be part of our evolving  
20 moral culture. But we have a penal justice system entrenched in ‘punishment’ to bring  
21 ‘justice.’ Our penal system should be about justice, to be sure. But where is the justice if

## 7.0 Cognitive-Emotional Wisdom

1 there is no understanding of, nor education and training to employ a very ancient emotional  
2 guidance system? Where is our government that was designed to protect our unalienable  
3 rights? How can our government perform its Constitutional mandate to promote the general  
4 welfare if it is not promoting life, liberty and the pursuit of happiness? To achieve this aim,  
5 we must promote the necessary understanding, purpose, and importance of an individual's  
6 emotional guidance system – a biological system absolutely necessary for life, liberty and the  
7 pursuit of happiness.

8

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

## 7.0 Cognitive-Emotional Wisdom

1 within cognitive adolescence does not mean these behaviors can not be rehabilitated into new  
2 ideologies and behaviors later in life.

3

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

## 7.0 Cognitive-Emotional Wisdom

1 **7.4 Reframing Antisocial Personality Disorder**

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

9

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

16

17 Thus, neuroplasticity of the cognitive and emotional networks involves a complexity that  
18 permits cognitive reflection about the conditions for physical exertion and weighing of  
19 conflicting factors of feeling good getting food versus feeling bad because of the day's heat.  
20 The success or failure of these reflections and choices can spawn different genetic lines with  
21 different values and behaviors, such as one emphasizing the survival of the self and another

## 7.0 Cognitive-Emotional Wisdom

1 emphasizing the survival of the family. One genetic line may care about other people;  
2 another genetic line may not. Therefore “antisocial personality disorder” would not be an  
3 actual disorder, rather, it would be a natural part of an individual’s evolution. Any successful  
4 interaction with these individuals must recognize and respond to their lack of any capacity  
5 for compassion, understanding, and kindness except when it pertains to their own well-being  
6 and interest.

### 7 **7.5 Military Personnel Decommissioning**

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

## 7.0 Cognitive-Emotional Wisdom

1 homeless veterans or veterans who have given up hope and committed suicide. Military  
 2 personnel are offered the most advanced and best training in the world to succeed in the most  
 3 brutal of environments. They should also be trained to become the most advanced, best  
 4 trained and most capable to succeed within the harsh indifferences of civilian life.

5

6 **7.6 The Wisdom of a Champion: Let Joy Reign**

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

14

15 The mental game of 'being in the zone', 'creating momentum', 'being connected' and  
 16 'having confidence' is about *emotions*, about **good feeling emotions**. There is no mental  
 17 game, there is no mental focus, unless the emotions and feelings collaborate and  
 18 acknowledge it. The mind, body, and emotions must work together in synergistic whole – as  
 19 the proverbial team – to bring forth an athlete's best performance. This mind-body-  
 20 emotional game is about cognitively bringing forth an accumulation of all the times an  
 21 athlete experienced a successful moment, especially in competition. The mind-body-

## 7.0 Cognitive-Emotional Wisdom

1 emotional game of any contest is about having the discipline to use the mind (1) to find, (2)  
2 to focus in on, and finally (3) to use the presence of good feeling emotions to develop and to  
3 maintain ‘the zone’: this mind-body-emotional zone of confidence and momentum gleaned  
4 from previous successes. The team must recreate the mind-body-emotional game first, before  
5 the competition, to ‘own’ any court and competition. Underdogs win because they create a  
6 pre-game vortex of success which is undeterred by the opponent’s performance. *Their*  
7 *results and outcomes of actions, shots, and plays follow their mental-body-emotional*  
8 *game.* Champions win for the same reason. Yet, how many teams get overpowered in the  
9 last few seconds, not by an opponent’s skill, but by the opponent’s overpowering belief in  
10 themselves as the victor?

11

12 The mind-body-emotional play of a competition starts long before the actual game begins  
13 and must continue throughout any competition. Championships are lost because emotional  
14 guidance gets distracted from the final outcome and is sidetracked into the pregame publicity  
15 of previous successes. Winning feels good but a tournament isn’t over with the semi-finals.  
16 This is the time for real mind-body-emotional discipline; to use the mind and its cognitive  
17 abilities to focus on, to recreate, and then to **maintain the emotional play of previous**  
18 **successful competitions.** What were the mind-body-emotional states that brought previous  
19 successes? Recreate these mind-body-emotional states as protection from any barrage of  
20 doubts, fears, uncertainties, and questions presented by the upcoming event. Recreate these  
21 mind-body-emotional states as a defense from the lure and illusion of a victory that doesn’t

## 7.0 Cognitive-Emotional Wisdom

1 yet exist. Recreate these mind-body-emotional states as an offense to the opponent's barrage  
2 of jabs, hits and punches to assert 'their' dominance. This starts in the off season at home  
3 and continues through each practice and right into the locker room and onto the court and  
4 throughout the game. Half-time is but an opportunity to reaffirm the joyous mind-body-  
5 emotional synergy of success. Too many half-time talks by the coaching staff disconnect  
6 rather than reinforce the team's connection to strength, agility, coordination and power.

7

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

18

19 A player cannot play his or her best having an emotionally negative state of mind. The  
20 presence of negative emotions means that a well-balanced and vital body is not  
21 physiologically present. Physiological biochemical disharmony, felt through emotional

## 7.0 Cognitive-Emotional Wisdom

1 dissonance, manifests directly from cognitive dissidence. Eye hand coordination will be off.  
2 Touch will be off. Shots will rim out or even become air balls. A simple layup will become  
3 a challenge. Accidents will happen. Injuries will occur. To physically compete at a peak  
4 physiological state, the emotional state cannot be negative which means that consciousness  
5 must direct cognitive activity. Negativity leads to injuries when the body is stressed and  
6 pushed to its limits during competition. The mind and body are biologically not working  
7 together as a unified whole. **Evolution advanced a correlation between feeling good and**  
8 **a well-balanced and vital body.** Emotional awareness of this, either consciously or  
9 unconsciously, meant survival. Those who acted without this understanding did not survive.  
10 To act without joy means the body is *not* in a prime physiological biochemical state and  
11 simply does not have the harmony within itself to excel and perform at peak abilities.  
12  
13 Every moment throughout every day is an opportunity to train and to practice moving into a  
14 better and better feeling place. Every negative emotion is an opportunity to create a more  
15 powerful emotionally positive mental attitude. Winning starts when each negative emotion  
16 is used as motivation to find a thought that feels better. Each of these successes helps  
17 develop the mental gymnastics required to respond to an evolved emotional guidance system  
18 with intent and with design. The emotional system is giving constant feedback on whether  
19 ‘your head’ is getting into ‘your’ game or into ‘theirs’. The question is....do you have the  
20 cognitive discipline to listen and to make the necessary adjustments?

## 7.0 Cognitive-Emotional Wisdom

1 Emotions are responses to all that activity going on between the ears. They are an ever-  
 2 present coach that lets each player individually know where his or her mind's activities are  
 3 heading. The better the feeling, the more mental activities are in **'your game'**. The worse  
 4 the feeling, the closer mental activities are to getting lost in **'your opponent's game'**. Half  
 5 time provides a moment to stop and step up the emotional staircase. Have the discipline to  
 6 use your mental training and abilities to move up from despair to anger, from anger to  
 7 frustration, from frustration to hope, from hope to belief, from belief to joy, from joy to  
 8 excitement, from excitement to...Take the time to re-take the ball and court and make them  
 9 'yours.' A time out is an opportunity to get 'your' mind, 'your' heart, and 'your' body back  
 10 into the game, 'your game.' Then any court throughout life will bring joy and become  
 11 'yours'.

12

13 *"If anyone doesn't believe that we are going out and take over the second half and win this*  
 14 *game, you can stay right here. We don't want you. We don't need you."* UW football player  
 15 *halftime speech to the team (paraphrased).*

16

17

**7.7 Emotions in the 21<sup>st</sup> Century**

18

19

20

21

## 7.0 Cognitive-Emotional Wisdom

1 lethargy, weakness, and ineptness would only make a being vulnerable and easy prey within  
2 the survival of the species. Joy, happiness, and wonderment associated with biochemical  
3 harmony of strength, confidence, skill, and agility, on the other hand, would clearly enhance  
4 the survival of the species.

5

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

12

13 It is necessary to elaborate on some important distinctions which need to be made in our 21<sup>st</sup>  
14 century consumer-focused society. Sugar may have wonderful ‘feels good’ associations but  
15 gaining weight is probably not one of them. Shopping may feel good but getting the bills  
16 may not. Having a brand-new car feels great, but the consequences of it being a stolen car  
17 does not. The same ‘feels good’ but ‘know the bad’ goes for drinking, drugs, medications  
18 and all of human behaviors. Knowing what actions may feel good and knowing what  
19 consequences may feel horrendous is a product of the cognitive mind and the emotional  
20 perceptual system of the body’s physiological biochemistry. On the other hand, society’s  
21 acceptance of such action often impact a person’s attention to their own emotional guidance:

## 7.0 Cognitive-Emotional Wisdom

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

7.0 Cognitive-Emotional Wisdom

1 Reference:

2 7-1: Begley, S., July 27, 2013. *Rewiring your Emotions*. Retrieved From

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

## **8.0 Cognitive-Emotional Therapy**

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*For those who are not enjoying their ride in life and for those who can't comprehend how anybody can possibly say "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, awarenesses 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-

## 8.0 Cognitive-Emotional Therapy

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

7

8 Negative emotions are very important; in fact, they are fundamental parts of the healing  
9 equation. Negative emotions are the lower steps of the emotional staircase. Positive  
10 emotions are the higher steps. Negative emotions bring an awareness of that which is not  
11 wanted (bottom steps) and are used to identify that which is wanted (top steps). The problem  
12 and the solution are part of the same staircase. Engineers, for example, have problems to  
13 solve. But engineers and ‘gamers’ don’t fixate 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

## 8.0 Cognitive-Emotional Therapy

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 into 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.

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1 Whatever a patient's desire may be, there is an underlying desire to feel good, to feel better.  
 2 This desire is an important motivation to do the work necessary for improvement. Feeling  
 3 good is also needed for activating the underlying neuroplastic changes in the brain that will  
 4 lead to a new, different and improved 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 methods 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 responses to reptilian*  
 19 *cognitive activities or responses to complex mammalian cognitive activities, aids in the*  
 20 *understanding that some tools will be more effective than others. Rather than understanding*

## 8.0 Cognitive-Emotional Therapy

1 *the differences in basic and complex emotions, it is far more important to develop an*  
2 *awareness of what is working and 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 simultaneously have positive emotions.  
18 We may use positive words, but if the emotion behind our words is still negative, nothing  
19 changes. When words and phrases are positive but the emotional state behind such words  
20 remains negative, mental activity is still negative and unhealthy. The emotions behind the  
21 mental activities are the guiding factor, or more precisely, the physiological biochemical

## 8.0 Cognitive-Emotional Therapy

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

7

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

15

## 16 2. Reframing and Appreciating

17 To appreciate a person or persons means to find something of “value” within them to focus  
18 upon which stimulates positive emotional responses. To appreciate a situation means to find  
19 something of value within the situation to focus upon. Appreciation means to make the effort  
20 to dwell upon some emotionally positive aspect of a person, place, or event that brings about  
21 good emotional feelings. “This rain means we can’t go for our walk, but we can catch up on

## 8.0 Cognitive-Emotional Therapy

1 our reading.” The subject matter doesn’t change. It hasn’t stopped raining, but the rain’s  
2 positive attribute is brought forward and the emotional state improves. Or as the saying  
3 goes, ‘make lemonade out of lemons.’ The issue is within the lack of understanding within  
4 the even more common phrasing of ‘it is good’ or ‘it is bad’ or ‘it makes me happy’, or ‘it  
5 makes me sad’. All these common phrasings misplace the responsibility ‘I’ have in creating  
6 ‘my own’ emotional state of being.

7

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

13

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

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1 3. Touchstones

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

12

13 4. Acts of kindness

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

## 8.0 Cognitive-Emotional Therapy

1 5. Distractions

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

9

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

14

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

18

19 6. Meditation

20 Meditations, of which mindfulness is of one type, are healthful activities whose function is to  
21 remove consciousness from the mental chaos generated by daily life. Some meditations,

## 8.0 Cognitive-Emotional Therapy

1 like focusing on one's breathing or on a spot on one's forehead, work on slowly quieting the  
2 thought processes. The key is not to latch on or fixate upon a thought but to allow a thought  
3 to pass through the mind. More mentally-active, guided meditations take place when  
4 someone leads the thought process. Yoga and tai-chi are even more active meditations that  
5 involve the body. Running, biking, and rowing are activities that may also have the  
6 meditative quality of quieting the mind. Monitoring the emotional state is the key to  
7 effectiveness of any meditation.

8

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

14

15 7. Sports

16 Within the educational curriculum, organized sports provide great opportunities to promote  
17 lifelong mental health and well-being. For most student athletes, performing well is their top  
18 priority and focus. Enhanced physiology for peak performance is a function of feeling good  
19 which correlates with a cognitive knowing of strength, vigor, and adeptness and an actuality  
20 of strength, vigor, and adeptness. Feeling good means adherence to a strict protocol of  
21 utilizing the emotional guidance system to evaluate one's own mental activities. \* Negative

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1 attitudes and nervousness hinder an athlete's performance potential. Negative emotions  
2 mean an altered neural circuitry and a diminished biochemical balance from that found  
3 within the natural performance-enhancing attitude of feeling good and the presence of  
4 strength, coordination, and empowerment. Record-setting performances come from a  
5 physiology found within emotionally positive states of being. An athlete's whole life will  
6 benefit from the cognitive skills and training developed to utilize the emotional system for  
7 physical performance enhancement during athletic competition.

8 \_\_\_\_\_

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

12

### 13 8. Music and the Arts

14 Training in music and the arts is significant in that these disciplines reach into the emotional  
15 system and give emotional perceptions an outward expression. The processes of reaching in  
16 and identifying emotional states is a significant step toward working the cognitive/emotion  
17 symbiotic relationship. Music can provide an opportunity to bypass confused and  
18 convoluted cognitive activities and make available a direct link into the inner harmonies of  
19 well-being. Music and the arts can distract the mind into a better emotional place. In some  
20 cases, they can also promote agitation, anxiety, nervousness and apprehension. But most

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1 importantly, music and the arts can activate and promote pathways towards a sense of peace  
2 and connection into a more harmonious, healthy, and useful consciousness.

3

4 9. Stop going there

5 Maybe a subject is so vast and unyielding that the only solution is just to ‘not go there’.

6 There is no solution, view point or aspect that elicits positive emotions. Avoidance may not  
7 be ‘how I was brought up’ or ‘politically correct’ but it may be important for a person’s  
8 health and well-being. “That is not your problem” may be the best advice a therapist can give  
9 for developing a patient’s health. There is an important lesson here in valuing personal health  
10 and well-being and the role of the personal emotional guidance system over the values  
11 imposed by society and others. For example, fixating on world hunger can become  
12 overwhelming. If a person isn’t able to view or evaluate such a subject and emotionally feel  
13 good about the ‘good’ they can do, perhaps it is a subject for that person to put aside.

14

15 10. Having Compassion for Self

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

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1 11. Using Religious Ideals

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

11

12 "Let go and let God" or "trust in Allah" are just a couple examples of how religious beliefs  
13 can be used to bring about emotionally-positive cognitive activities. The subject of  
14 forgiveness may be about someone and their transgressions, but, most importantly,  
15 forgiveness is by and large for the injured. Forgiving someone is an act of letting go of a past  
16 experience so that a new life may begin. Forgiveness is a way for a person to move on with  
17 life so that he or she may be "reborn" into a better existence. Other words of comfort may  
18 include:

19

20 1) "When I let go of what I am, I become what I might be." Lao Tzu

21 (brainyquote.com)

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- 1           2) “May God console you among the other mourners of Zion and Jerusalem  
2           (*Ha'makom yena'hem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim*).”  
3           (myjewishlearning.com)  
4
- 5           3) “Sadness is the heart telling you to find Allah. Depression is not listening to your  
6           heart. Comfort is remembering Allah is always there.” Yahya Adel Ibrahim  
7           (islamicquotesdb.com)  
8
- 9           4) “The LORD is my shepherd, I shall not want...” Psalm 23 (King James Bible)  
10
- 11          5) “Wherever you go, go with all your heart.” Confucius (goodreads.com)
- 12          6) “Happiness radiates like the fragrance from a flower and draws all good things  
13          towards you.” Maharishi Mahesh Yogi (brainyquotes.com)  
14
- 15          7) “There is no path to happiness: happiness is the path.” Gautama Buddha  
16          (quoteideas.com)  
17
- 18          8) “Before becoming a Sikh, a Muslim, a Hindu or a Christian, let’s become a human  
19          first.” Sri Guru Nanak Dev Ji. (<https://beartales.me>)

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### 8.3 Stopping the Runaway Train

1  
2 Emotions have value. They are important. But to have value and to be important emotions  
3 must be used as they have evolved. The presence of negative emotions did not evolve to add  
4 fuel to the fire and escalate emotionally negative situations accelerating the emotional  
5 downward spiral. Like a runaway train down a mountain, there is not going to be a good  
6 outcome. The question is, can a person become the observer-self? Can the person separate  
7 him or herself from the pathos of the moment....and **STOP**? (ref: 8-4, 8-5) Can the therapist  
8 help a person become empowered to stop, and act upon a negatively-charged situation in a  
9 more emotionally positive direction? The quicker one realizes that they are on a run-away  
10 train, spiraling out of control, the easier it becomes to stop the downward and emotionally-  
11 negative ‘train’ of thoughts and actions and to start back up the emotional staircase.

12

### 8.4 Cognitive-Emotional Wisdom in Therapy

13  
14 Much of a person’s negative emotion comes from dwelling upon the “undesirable” actions of  
15 others. Try telling someone who is angry at someone to look at “what you want” in order to  
16 feel better and that angry person may reply “I will feel better when I punch him in the face.”  
17 Or “when my brother stops doing that, then I will feel better”. That is, when the proverbial  
18 “they” stop doing “whatever”, then “I” will feel better. To depend on someone else’s  
19 behavior changing in order to feel better is a trap. It requires that “every person in the world  
20 who doesn’t do as you like must change. Is that really a reasonable expectation?” The need

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1 for action can and should be satisfied, but action from a positive emotional place is far  
2 different and more effective than action taken in anger.

3

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

13

14 A person may have to only focus on a very narrow and constrained view of the world in  
15 order to access and use his or her emotional guidance. A person's world view may be limited  
16 to a back yard or to the shadows on the bottom of a pool of water. But as healing occurs,  
17 broadening the understanding of how to use emotional guidance in an increasingly vast and  
18 complicated world becomes necessary. Developing the cognitive-emotional ability to  
19 function in society is one measure of health. A greater measure of health and sanity is to  
20 actually enjoy the opportunities society offers. Tens of thousands of years of human

## 8.0 Cognitive-Emotional Therapy

1 evolution have developed within our species the capacity to use our emotions to guide our  
2 cognitive behaviors towards a life of health and well-being.

3

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## 8.0 Cognitive-Emotional Therapy

## **9.0 Emotional Guidance - The Dark Side**

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

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

### **9.1 The Grand Illusion Feeding the Dark Side of Emotions**

Humanity's current cognitive construct of emotions is illusionary. Emotions can not 'overpower' reason, emotions are the result of reason. Note that the meaning of "emotion" from the Oxford Living Dictionary, (ref 9-1) "A strong feeling deriving from one's circumstances, mood, or relationships with others" does begin to catch this cognitive/emotional relationship. But their following sentence examples seem to reaffirm emotion's independent 'stand-alone' status:

- *'she was attempting to control her emotions'*
- *'He began to drink heavily and seemed quite incapable of controlling his emotions.'*

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

16 Wikipedia, along with an extensive discussion, sums up this illusionary nature of emotions  
 17 by: “Emotions *produce* different physiological, behavioral and cognitive changes” (Italics  
 18 mine for emphasis). (ref 9-2a)

19

20 All the previous sections of this paper have been an argument and explanation of a different  
 21 cognitive construct of emotions: “*emotions are consciousness's perceptions of the body's*

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

6

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

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

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1 The skill and gymnastics to manipulate these cognitive intricacies into joyous health, well-  
2 being, power, and freedom for self and others is called emotional wisdom.

3

4

**9.3 Emotional Guidance Gone Wrong**

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

10

11 1. "Aberrant" and "Destructive" Emotions

12 The "modern" psychological cognitive construct of emotions believes in aberrant and  
13 destructive emotions. This illusionary construct is ignorant of the dependent nature of  
14 emotions upon (1) the cognitive processes of knowing, namely, perceiving, recognizing,  
15 conceiving, and reasoning (ref 9-2b) and (2) the influence of this cognitive activity upon the  
16 physiological biochemistry of the body/mind which (3) activates the emotional neural  
17 networks of perception. The premise of cognitive behavior therapy declares that emotions  
18 "produce" physiological biochemical changes rather than that they are the perception of  
19 physiological biochemical changes. According to this view, emotions are bestowed with a  
20 causal property such that they are falsely understood as aberrant and destructive – or the  
21 opposite – normal and constructive, and thus their evolved power of guidance is obfuscated.

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1 Instead of emotions being used to guide cognitive activities, they are treated as a dangerous  
2 “disorder” that must be “managed” and “controlled”.

3

4 2. Management of “Emotional” Disorders versus Management of “Cognitive” Disorders

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

11

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

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

9

10 Of course, emotions can be sedated and artificially manipulated with chemicals or electronic  
11 implants. However, consider the analogy to using chemical pain management when setting  
12 broken bones after extreme physical abuse. Pain is a necessary consequence of physiological  
13 harm and abuse. Not knowing if one's leg is broken would have dire consequences.  
14 Artificial pain management may be necessary during healing, but with these  
15 pharmaceuticals, there is also a keen awareness of further physical abuse and damage  
16 because of the lack of honest and accurate pain feedback. Any artificial emotional  
17 management must be temporary and also come with the keen awareness of continual and  
18 unrealized cognitive self-abusive behavior because of the lack of honest and accurate  
19 emotional feedback.

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1 3. Medication Addiction: “Inertia – a body at rest...”

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

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

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

5 of exercising a change in cognitive activity? Actually, contrary to the interest of the

6 pharmaceutical industry, millions of people successfully self-medicate this way and manage

7 to navigate the potential pitfalls of addiction. But finding a successful prescription which

8 acts only as a temporary cognitive/emotional band aid is not in the fiscal interest of the

9 current pharmaceutical industry.

10

11 How easy is it to avoid the effort needed to question one’s own thoughts and values and to

12 rework a lifetime of ‘useful’ core beliefs? A psychiatrist explains to you that, “Your

13 condition is the result of an illness. You are not at fault but you must be responsible and take

14 care of yourself and learn to manage your illness. Your responsibility is to now take these

15 medications for *your own benefit*, maybe for the rest of your life.” Your doctor doesn’t

16 question his/her years of education, training and the millions of dollars spent on researching

17 and reinforcing the paradigms of affective disorders, diseases, and illnesses. So, who are you

18 to question the seduction of pill therapy, which is only further reinforced when these drugs

19 camouflage any emotional dissonance that existed as signals that you need to alter your own

20 cognitive behavior. And to further dilute your powers of emotional guidance, the pain and

21 agony of chemical withdrawal because of biological addiction and the ensuing suffering from

## 9.0 Emotional Guidance – The Dark Side

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

3

4 4. Self-Indulgence

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

7

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

16

17 Merriam-Webster defines self-indulgence as: excessive or unrestrained gratification of one's  
18 own appetites, desires, or whims. This definition promotes the view that a self-indulgent  
19 person dives in and explains, expounds, and continues the emotional roller coaster ride by  
20 allowing their emotions “to drive” cognitive behavior. On the contrary, it is cognitive  
21 behavior which further drives and embellishes its own cognitive vortex, thus accentuating an

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1 emotional feedback reverberation loop. An emotional roller coaster may be fun at a concert,  
2 play, or show when it is enhancing emotional joy, but if the same uncontrolled self-  
3 indulgence activates hatred, envy, anger, depression or some other emotionally negative  
4 ‘pattern of thought’, it can be a disastrous ride through hell, very possibly resulting in a tragic  
5 ending of death.

6

7 Along with learning how and when to get on an emotional roller coaster for entertainment is  
8 the necessary knowledge and skill to get off and stop this self-indulgent cognitive behavior  
9 when desired. Also, allowing a book, concert, or play to drive cognitive emotional behavior  
10 for entertainment is ethically different than allowing a sales person or politician the same  
11 unrestrained control and influence.

12

13 5. Camouflage, Deception and Trickery

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

19 Camouflage, deception, trickery, entrapment, and many, many other cunning devices have  
20 evolved throughout the natural world and so to find these within humanity should be no

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1 surprise. Who has not been given a very believable sales pitch from an apparently honest  
 2 and respectable person, only to be ‘had’? Sales and marketing have become a very powerful  
 3 ‘force of human nature’. Affective realism is the concept that the emotions that ‘I’ feel when  
 4 observing an event, person, or object are also believed to be an inherent and intrinsic ‘truth’  
 5 or ‘property’ of that event, person, or object. Sales and marketing have become masters at  
 6 creating the illusion of ‘feels right’ for their own selfish interest and gain even to the  
 7 detriment of their customer. This deception of personal emotional guidance must be  
 8 acknowledged, understood, and be part of emotional guidance training and development  
 9 within our educational institutions.

10

11 6. Affective Realism Gone Really Wrong

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

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1 Affective realism falsely empowers an event, person, or object with an inherent and intrinsic  
2 emotional ‘truth’ or ‘property’ of that event, person, or object. It is about them. It is about  
3 what “they” are or what “they” have done. It is their fault and responsibility that I feel this  
4 way (good or bad). And therefore, something must be done about “them” so “I” feel better.  
5  
6 Feeling good is necessary for biological health, vigor and well-being. But there is a  
7 difference in feeling better as in feeling ‘less bad’ and feeling better as in feeling ‘more  
8 good’. Notice the cognitive construct of the “blame game” vs. the “guilt complex”. Blame  
9 feels better than guilt. It feels better to blame than to be guilty but they both feel bad. It  
10 feels better to blame than to admit inadequacy. It feels better to find fault within others  
11 rather than admitting one’s own personal inadequacy. It is easier to condemn and punish  
12 than to forgive and heal. One does not condemn a person who is physically broken and  
13 bleeding to a prison cell to suffer and die, yet a mind that has been abused and broken being  
14 condemned to further torture and abuse is considered “just”. This whole scenario is  
15 nauseating. The real crime is society’s ignorance of not only emotional guidance training,  
16 but an understanding of the real pitfalls from lack of such training and development of  
17 emotional wisdom.

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1 7. Cognitive and Emotional Entanglement

2 *The infectious enthusiasm of the “Grateful Red”, that is, the UW student section, is*  
3 *spreading throughout the 80,000 spectators as the traditional end of the third quarter ‘jump*  
4 *around’ begins to the tune of the same name by the group ‘House of Pain’.*

5

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

10

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

19

20 Acceptance of the absurd and ridiculous may seem impossible, but the brain with its  
21 extraordinary neuroplastic adaptive abilities makes the many socio-diverse populations

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1 possible. Inanities to one population are acceptable and unquestionable truths to another.  
 2 Closed, untarnished and free from contamination by outside realities, segregated populations  
 3 are free to evolve their own myths, constructs and truths.... *“I deserve death, simply for*  
 4 *existing....”*:  
 5 *“The church also taught me the story of Jesus, the son of God, whom God sent to earth as a*  
 6 *defenseless human infant. Jesus spent 33 completely sinless years on this planet, only to be*  
 7 *brutally murdered as a sacrifice for me, because of me. I was born with my sinful nature and*  
 8 *no matter how good I try to be, how many prayers I pray or Bible study gatherings I attend, I*  
 9 *am ultimately a sinner — and the wages of sin is death. According to the church, I deserve*  
 10 *death, simply for existing. But the church also claims there’s good news! Even though I*  
 11 *deserve death, Jesus’ bloody crucifixion and subsequent bodily resurrection saves me from a*  
 12 *fiery eternal hell — all because I believe this supernatural story and earnestly accept the gift*  
 13 *of his grace. And because of this sacrifice, I owe him a lifetime of gratitude, worship and a*  
 14 *commitment to follow his commandments (even though, because of my human flesh, I will*  
 15 *always ultimately fail him).”* (ref 9-3)

16

17 So, the issue really isn’t the absurdity of one paradigm versus another, but what does an  
 18 individual person do with what he/she believes:

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

## 9.0 Emotional Guidance – The Dark Side

- 1        b. Does her belief that she deserves death turn into a belief that she and others deserve  
2        to be executed for lack of obedience to “His” laws?
- 3        c. Should others die because they don’t express the appropriate faith as was decided  
4        during the Spanish Inquisition, the Salem Witch Hunts, the Jewish Holocaust, or the  
5        extermination and genocide of the Indigenous populations of the two continents of  
6        the Americas?
- 7        d. Does all this belief and faith in death and deserving of death translate into a breaking  
8        point where somebody goes ‘crazy’ and burns up a church or shoots up a Synagogue?
- 9        e. Or how about “just” punishment within the judicial system of the USA including  
10       capital punishment, that ignores neuroplastic changes within the brain which offer  
11       opportunities in rehabilitation and recidivism reduction.

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

15

#### 16                    **9.4 “Reptilian” and “Mammalian” Cognitive Processors (Mind/Brain)**

17       The “reptilian” mind is a metaphor for a very fast and reflexive cognitive neural network  
18       processor (brain/mind). Reptiles have been a very successful animal species on Earth,  
19       dominating the landscape for hundreds of millions of years whereas modern human existence  
20       can only be thought of in tens of thousands of years and our domination of the planet in  
21       terms of a few thousand years. (ref 9-4)

## 9.0 Emotional Guidance – The Dark Side

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

7  
8 'Mammalian ethics' is a metaphor for a complex, and sophisticated cognitive mind/brain  
9 processor. 'Mammalian ethics' is about thought and reason, a 'might *for* right' attitude. It is  
10 not 'if I have the power, it is right' but 'what is right?' If I have the power of deception,  
11 what is the right use of deception? If I have the power to decide, what is the right decision?  
12 Life is not so simple: there is a vast array of ideas and meanings to life in which 'what feels  
13 good is good' is a complicated ideal that needs deliberation and thought.

14  
15 Again, with the lack of understanding, education, and training, about emotional guidance  
16 principles people can be subjugated and manipulated to where they are supporting action  
17 against their own self-interest. It took WWII with the cost of 70-85 million lives to bring  
18 Germany out of its hypnotic stupor. (ref 9-5) Ideally, our government officials work for the  
19 benefit of all, not just for the favored few. Governments working to empower its citizenry to  
20 be healthy, wealthy, independent, and strong feels 'right'. Businesses' developing,  
21 manufacturing, and producing products to empower its customers to be healthy, wealthy,

## 9.0 Emotional Guidance – The Dark Side

1 independent, and strong feels ‘right’. Henry Ford paid high wages, so his laborers could buy  
2 his cars and all of society benefited and became wealthier. The health, wealth, independence,  
3 and strength of a society is dependent on these same attributes existing within all the people  
4 living within the society; the proverbial ‘high tide lifts all boats.’

5

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

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

10 less comprehensible is this discourse, which leads to “reptilian” politics based in an

11 emotional affect of conflict and fear which weakens all of society. A “mammalian”

12 inclusive, multi-agenda politics is based in a joyous and hopeful emotional affect, which

13 strengthens and empowers all of society. For the good, the health, and the well-being of a

14 society, it is now time to start teaching, training and educating the population about their own

15 emotional guidance.

16

17

### 9.5 Out of Darkness: The Intentional Life

18 Emotional guidance is about coming to an internal place of emotionally feeling good. The

19 brain/mind has such wonderful qualities of allowing. The ability of individuals to adapt into

20 thousands of vastly different and complex cultures is astounding. But, ultimately, a clash of

21 ideals arises against society’s rules of behavior. Individual conflicts with statutory rules,

## 9.0 Emotional Guidance – The Dark Side

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

3

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

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9.0 Emotional Guidance – The Dark Side

1

## **10.0 Conclusion**

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

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

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

## 10.0 Conclusion

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

**Appendices:  
Essays on Emotional Wisdom**

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(E) A Cognitive Reconstruction Between Emotions and Meditation.....125



**(A) Nets on Fire: Making the Air Electric****(rev2007-01-29)**

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

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

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

## Nets on Fire: Making the Air Electric

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

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

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

## Nets on Fire: Making the Air Electric

1 every moment, guiding, and letting each individual player know which direction their mind's  
2 activities are going.  
3  
4 Practice off the court, so when it counts, during a game, pivoting into the zone becomes  
5 automatic. The emotional system is a constant, steady, and dependable coach that can guide  
6 the mental game so that every game can, with effort, feel like you're in the home court.  
7 Every event throughout the day is an opportunity to practice for The Big Game and to create  
8 the air-electric. Developing mental discipline means developing the skills for listening and  
9 then responding to your emotional system (not theirs). Listening and responding to what  
10 your emotions are saying about your mental activities will get your mind back on track  
11 towards that great feeling of being unbeatable. Moving the mind's activities from anger to  
12 frustration, to hope, to belief, to knowing that any game on any court belongs to you takes  
13 effort and practice. And there are hundreds of opportunities to practice every day, if you take  
14 a time out and do it. Then every game in life becomes yours and any place in the world  
15 becomes your home court. Then the air becomes filled with electricity and someone will  
16 create a spark that sets the nets on fire.

17

18

19 Andrew Jackson

20 2007-01-29





**(B) Escape from Alcatraz**

(rev2018-04-06)

Dear Prisoner of War,

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

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

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

## (B) Escape from Alcatraz

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

8

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

18

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

27

## (B) Escape from Alcatraz

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

11

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

17

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

(B) Escape from Alcatraz

1 family.... I will share with you a plan, a path on how you can escape from the worst of  
2 prisons, even those worse than the infamous Alcatraz...those within your mind.

3

4

5 Sincerely and with love and respect,

6

7 Andrew Jackson

8 2018-04-06



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

(rev2018-09-14e)

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

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

- a. ARGUMENT 1: Neuroplasticity (ref: enclosure below) is a concept supported by scientific discipline which indicates that the brain has the capacity to rewire functional areas of itself as a result of new experiences thus providing for a capacity within a being to cognitively reinterpret life experience and to reform a previous self-destructive existence.

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

## (C) Criminal Law and Justice Lagging Psychological Advancements

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

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

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

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

26  
27                   i. ***This reinforced emotional reality** of criminal behavior diminishes and*  
28 *even prevents a person's religious freedom to exercise a behavior within*

(C) Criminal Law and Justice Lagging Psychological Advancements

1                    *God's favor. (reference Constitution Amendments I – free exercise of*  
2                    *religion)*

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

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

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

23  
24 Andrew Jackson  
25 andrewjackson1903@gmail.com



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**(D) Hell on Earth (As Is Heaven): My Story**

(rev2018-11-24)

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

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

From 1980-1986 I was an industrial arts teacher in Milwaukee, WI until I was fired. I went back to graduate school. From 1986-1991, I had earned 2 Master's degrees and spent a semester teaching Industrial Management in China. I married a very capable young lady who was a first-generation Chinese born from Rio de Janeiro, Brazil. But 1992, I left my job as a quality manager and we moved for her job in El Paso, TX.

I listened to, and tried to make work, the ideas told to me by the many therapists, psychologists, and psychiatrists in my life. It was not working for me. I could not make their world of mental illness, hospitals and medications my life. I was not going to be able to keep myself alive in this hell much longer...

## (D) Hell on Earth (As Is Heaven): My Story

1 Unfortunately, I had been taught to tolerate and to ignore negative-feeling emotions. So rather  
2 than making an effort to feel better, I did nothing. I did not know what to do. This usually  
3 meant a brain storm of more emotionally negative thoughts which would escalate an  
4 emotionally-negative situation further along the downward spiral. Like a run-away train down  
5 a mountain, there is not going to be a good outcome. Of course, this was all internalized. I  
6 had learned not to complain about aches and pains. In the cold of winter growing up on a  
7 farm, chores had to be done. Emotions were like frost bit fingers; as long as there wasn't a  
8 medical necessity and the pain could be tolerated, keep quiet and do your job. I had broken my  
9 arm, dislocated my wrist, broken my collarbone twice, stepped on nails that went through my  
10 foot, as well as tolerating dozens of slivers imbedded into my hands and feet. I had learned to  
11 take my frozen hands and run them under lukewarm water. When the severe pain stopped,  
12 they were thawed out. Pain, physical or emotional, was a part of life. You tolerated it and kept  
13 working. That is life. Emotional pain is inconsequential – or so I thought.

14

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

22

23 Another time, after being released from the mental hospital from some psychotic-manic  
24 episode, I was on 5-6 different medications. I really tried to keep them straight in one of those  
25 7-day med containers, but to no avail. My mind and body were really messed up. My meds  
26 were all screwed up. The clock said 5:35 in the morning. My mind was breaking. I reeled in  
27 pain, twisting and turning for hours. I looked at the clock. It said 5:41. Six minutes had past. I  
28 blacked out. I awoke with a rope in my hand going to hang myself. A voice asked me, "can  
29 you go on?" I said, "yes". Somehow, I got myself back into the hospital.

## (D) Hell on Earth (As Is Heaven): My Story

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

7

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

16

17 Another time, in 1990, I 'awoke' with my mother in a drug store. Somehow, I was now in  
18 Madison, WI, 200 miles from graduate school in Menomonie, WI. We were getting my  
19 prescriptions refilled. I carefully started probing about the circumstances. After receiving my  
20 2<sup>nd</sup> Master's degree, I was going to teach industrial management in Xianyang, China. I have no  
21 idea of how many days or even weeks had gone by. Apparently, I had 'lost' about 10 months  
22 of meds for my trip. We got my meds refilled and the very next day I was on my way to  
23 China.

24

25 Psychotic-manic episodes were never a 'high'. When recalling a manic episode, I would  
26 describe them as scary, frightening, and even terrifying. I had no control. I was an observer  
27 watching somebody do crazy stuff. My reality was a 'trip' that "I" participated in. It was like  
28 a 'dream' ..... events just happened. An idea to do something would come to me and I would  
29 do it. I had lost all sense of propriety accept within some very narrow stream of psychosis.

## (D) Hell on Earth (As Is Heaven): My Story

1 For over a decade I was in and out of hospitals, miserable, depressed, manic, psychotic and  
2 wheeling from a whole range of different emotions. All this time I was also told that I had a  
3 “chemical imbalance” and needed medication. Well, if I was depressed or manic and I had a  
4 “chemical imbalance”, then when I felt better would my “chemical imbalance” be more of a  
5 “*chemical in-balance*”. That is, in the times when I felt a little better, or actually, less bad,  
6 was my biochemistry also a little better? If that were the case, the key was to find out what  
7 feeling better was about.

8

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

13

14 It was 1992 and I was in the high deserts of El Paso, TX. I started applying an idea of using  
15 my emotions to guide my behavior, especially to guide my mental behavior of what I was  
16 thinking, dreaming, imagining or even contemplating. It was very obvious to me that my  
17 emotions correlated to my mental activities. What now occurred to me was that my emotions  
18 must correlate with my mental activities and my biochemistry. I began to use my emotions to  
19 guide my mental activities and improve my “biochemical imbalances”. If a thought brought  
20 about an emotionally-negative response, I would make attempts to “eliminate the negative”. If  
21 a thought brought about an emotionally-positive response, I would make attempts to  
22 “accentuate the positive”. This was the key to my recovery.

23

24 Every time I had previously stopped taking my medications, I eventually went manic, only to  
25 prove my doctors and parents right, that mental illness was a life time sentence. I always felt  
26 they were wrong and this time I was going to prove it. I worked very hard over these next few  
27 years to change my mental-emotional state by using an idea that emotions correlated to my  
28 biochemistry. I had convinced my psychiatrist, who was called the “Salsa Doctor” because he

## (D) Hell on Earth (As Is Heaven): My Story

1 played in a salsa band, that though I needed medication to control my mental-emotional state,  
2 weren't there other medications that were less invasive. I was becoming stronger and I was  
3 more effective at using my own emotions to guide my mental activities.

4  
5 I have to admit that 1995 was not a good year. I had a couple manic episodes and ended up in  
6 jail with my wife asking for a divorce. I understood completely and I was very sorry I couldn't  
7 be the person she married. That person was alive because of the medications he took but he  
8 was also dying because of those same drugs. In 1996 I stopped taking my meds, permanently.  
9 I saw my last doctor.

10  
11 I had been off any medications for about eight months though I still depended on cigarettes to  
12 ease my turbulent mind. I was now rolling my own...Bugle Boy tobacco. I couldn't afford the  
13 commercial variety. I had gone a "little" manic and was spending my nights walking the  
14 desert mountains around El Paso. I emptied a 2gal coffee maker daily trying to keep up with  
15 my mania. Eventually I came down, though with a couple more tattoos, but I was able to stay  
16 sane enough to stay out of the hospital. That was my last manic episode. It took me several  
17 years after that to quit smoking but that was an acceptable transition for me at the time.

18  
19 In May of 1996 I left El Paso, TX and returned to my roots in Madison, WI. I sold my  
20 grandmother's prized secretary desk, which I had inherited, to pay for an airline ticket home to  
21 Madison, WI where I had family. I shipped what few other possessions I had. My 'ex' drove  
22 me to the airport and I never saw her again. I was going home to start a new life. I heard years  
23 later that she had died of cancer. I was really pissed at her. I had gotten her citizenship and a  
24 divorce so she would no longer be constrained by my illness. Finally, she could live the life she  
25 deserved. She becomes free and dies....

26  
27 Over the next few years back in Madison, WI I was still not in great shape but getting better.  
28 My mother helped me find an apartment and bought me a car. My father would not speak to

## (D) Hell on Earth (As Is Heaven): My Story

1 me. I went from Social Security Disability, to packing grocery bags, to cashier, to quality  
2 inspector to a drafting and CAD teacher in a local college. I visited a good college friend of  
3 mine. We were roommates before my nightmare into mental illness began. Our meeting was  
4 like the story of Rip Van Winkle. Mentally, it was twenty years ago and I was back in college  
5 talking to my old roommate. But he was now married, and had children in college. Tears  
6 came to my eyes as thoughts of my last twenty years flashed by, my god.....

7  
8 It took me about eight years (from 1992 to 2000) to “regain” some semblance of mental-  
9 emotional health and well-being. In 1992 I began attempts to change my biochemical balance  
10 by correlating my emotions with my biochemical balance. I was on my own. I was exploring  
11 unheard of territory, a territory forbidden to me by an industry dependent on medicating mental  
12 illness and my well-meaning family who would not listen to my “insanity”.

13  
14 It is now 2018; I am happily remarried, retired from mechanical engineering and living a good  
15 life...sailing with friends in the summer, football game parties in the fall, winter skiing trips  
16 with my wife and our cats to Colorado (I was once a ski instructor and daredevil doing flips  
17 and ‘helicopters’ off any little mogul) with spring as a time of earth’s great green revival from  
18 a winter of sleep reminding me of my youth on the farm.

19  
20 I believe I can now relate to others my experiences that resulted in leaving the endless ideas,  
21 theories, paradigms and beliefs of the mental illness industry behind. I now live and believe in  
22 mental health and well-being. I work at mental health every day. Mental wellness is no longer  
23 a mystery to me and I wish to share the many ideas I used to bring my life back to the living. I  
24 wish to explain the methods I used, and that everyone can use to improve their mental and  
25 emotional well-being.

26  
27 For the past fifteen years I have been working on a paper explaining my return to well-being. I  
28 have written and re-written this paper 100’s of times. These ideas have now evolved into a

(D) Hell on Earth (As Is Heaven): My Story

1 psychology of their own.... Symbiotic Psychology. The paper is “*Symbiotic Psychology: The*  
2 *Synergy Between Mind, Body, Emotions and Consciousness*” and presents a scientific  
3 argument and logic identifying where the mental health academia has gone wrong. And, most  
4 important, it presents an idea of self-empowerment where anyone, with work, can better their  
5 lives and for some, return to a life of wellness and well-being free from doctors, therapists and  
6 medications. The paper is laid out as a website for anyone to use on [http://emotional-  
8 evolution.com/](http://emotional-<br/>7 evolution.com/) , where the paper can also be downloaded as a PDF.

8

9 Andrew Jackson

10 2018-11-24



1

## (E) A Cognitive Reconstruction Between Emotions and Meditation

**(E) A Cognitive Reconstruction Between Emotions and Meditation**

(rev2018-11-30)

*The illusion of emotions is to believe that destructive and aberrant emotions are driving mental activities instead of emotions being a reflection of destructive and aberrant cognitive behavior, which is accessible for consciousness to act upon and modify.*

The meditation discipline and training of Tibetan Monks and Lamas provide them insights incomprehensible to the ordinary person. But only those who have the opportunity, time, and resources to commit to their enlightening meditative methods can have access to Tibetan Buddhism's vast depth of knowing. There are millions of others around this Earth who do not have, as yet, the inner drive, strength, and power to obtain the knowledge and wisdom associated with thousands of hours of meditation. But they can take a step closer. Humanity has the internal wisdom to take another step out of their ignorance.

I wish to speak of meditation, contemplation and other cognitive acts of knowing and I wish to speak of these mental activities' relationships to emotions and the body. I wish to develop and extend the definition and understanding of emotions into a concept that appreciates the existence of emotions. Emotions have a common definition within the mass consciousness. The time has come to change this definition that has been used for millennia. Mass consciousness is ready for a more accurate understanding of the relationship between mind, body, and emotions.

If a meditative activity results in negative emotions, are not emotions providing insights into the effectiveness, or ineffectiveness, of the meditation? Are not the emotions of peace and joy the indications of a successful contemplation of knowledge? Do not emotions aid in the understanding of the effectiveness, or ineffectiveness, of meditations and contemplations? If a meditator experiences negative and destructive emotions, are not these emotions indications of ignorance? Emotions used in a manner which provides insights are constructive because

## (E) A Cognitive Reconstruction Between Emotions and Meditation

1 emotions are providing valuable information on the effectiveness of the meditation and  
2 contemplation practices.

3  
4 Therefore, who cannot use their own emotions to understand the effectiveness and validity of  
5 their own mental processes? Tibetan Monks and Lamas can realize the success or failure of  
6 their meditative and contemplative practices by acknowledging the presence of associated  
7 emotions. Any ordinary person may also use their own emotions to realize the nature of their  
8 own mental and cognitive processes. Emotions that feel negative indicate thoughts and  
9 cognition that is deviating away from a person's intentions. Emotions that feel good are  
10 indications of a mind in harmony with a person's intent. Thus, a key to fulfillment is to use the  
11 feedback emotions provide on the quality of mental processes and whether those mental  
12 processes are meeting a person's intentions.

13  
14 Modern science has the tools to clearly demonstrate that (a) cognitive activities stimulate (b)  
15 various areas of the brain. These stimulated cognitive areas, in turn, send signals to (c) other  
16 areas of the brain which activate biochemical events that change (d) the biochemistry  
17 throughout the body. It is these biochemical changes that are then perceived. We call these  
18 perceptions... (e) emotions.

19  
20 Cognition (a) causes biochemical activity (d) that we perceive as emotions (e). The emotions  
21 that we feel (e) are the result of cognitive activities (a), not the cause of. The illusion of  
22 emotions is that emotions drive the mind. Humanity is ready to accept the understanding that  
23 emotions do not precede cognition. Cognition, or the mental acts of knowing, come first. Even  
24 if emotions are first realized before any mental activity is acknowledged and *it seems* as if  
25 emotions are driving thoughts and activities, this is not the case. Failure to recognize cognitive  
26 activity before emotional activity only indicates the lack of attention being given to the  
27 thoughts and ideas being generated within the mind.

28  
29 Therefore, as the mind can have destructive and aberrant cognitive activities, it is the resultant  
30 emotions which are giving their creator key knowledge, understandings, and insight into these

## (E) A Cognitive Reconstruction Between Emotions and Meditation

1 mental activities. Negative, destructive, and aberrant emotions are precipitated by the  
2 cognitive activity of the mind. The illusion of emotions is to believe that destructive and  
3 aberrant emotions are driving mental activities instead of emotions being a reflection of  
4 destructive and aberrant cognitive behavior which is accessible for consciousness to act upon  
5 and modify. The extreme power and value of emotions to the individual is that emotions  
6 clearly broadcast to the individual a previously unrecognized aspect of their own cognitive  
7 activities.

8  
9 Using emotions to evaluate cognitive processes is the bridge from ignorance to enlightenment  
10 for those who do not have the internal nor external resources for thousands of hours of  
11 meditative practices. Emotional guidance can be used in the mundane activities of daily life by  
12 anyone who wishes to lead an intentional life. Tibetan monks are using emotional guidance. I  
13 am only reshaping the concept towards a more general application that anyone can, and should,  
14 learn and use.

15  
16 Mass consciousness and academia currently believes in the cognitive construct of destructive  
17 and aberrant emotions. I have reasoned above how this illusionary nature of emotions, thou  
18 commonly accepted and professed, is in error. Not until this illusionary construct of emotions  
19 is reconstructed, will the power of emotions be available for humanity's self-empowerment.

20  
21 The full argument: *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions and*  
22 *Consciousness* will be found on <http://emotional-evolution.com/>.

23  
24 Andrew Jackson

25 2018-11-28







**“Over 25 years ago, I began saying that psychological and pharmaceutical therapies themselves have unresolved issues. Since then over *A MILLION* people have committed suicide. Now I have written how *you* can resolve *their issues* and empower yourself towards well-being.”**



**“Captain” Andrew Jackson 2<sup>nd</sup> in command, at the helm with “First Mate” Barbie Jackson in charge, at the fore on the jib, racing their E-Scow with crew Peggy and Charlie. Andrew at 65 is the youngest and Barbie at 70 is the oldest of team Avanti. (photo courtesy of Tim Stanton)**

*My psychologist gave me a life sentence: psychotic mania of bizarre realities, listening to voices, a split personality. There was somebody else inside of me. And then there was the suicidal depression. I ‘awoke’ with a rope in my hand ready when a voice asked, “Can you go on?” I said, “Yes,” and got myself to the hospital.*

I propose that it is cognitive behavior that changes the body’s physiological biochemistry which consciousness is then perceiving as emotions. Emotions don’t change the body’s biology as modern psychology professes. Emotions perceive the biological changes caused by cognition. This Mobius twist led to my cure and freedom from a debilitating mental illness. I wrote *Symbiotic Psychology: The Synergy Between Mind, Body, Emotions, and Consciousness* so that anybody can empower themselves by understanding how emotions have evolved over millions of years to guide cognitive behavior.