A green racing yacht is shown in the foreground, with its sleek hull and cockpit visible. The yacht is on a body of water, and in the background, a city skyline with several buildings is visible under a clear sky. The overall scene is bright and clear, suggesting a sunny day.

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

**Cognitive-Emotional Theory and
The Personal Power of Qi:
An Athlete's Evolutionary Heritage of
Strength, Speed, Agility, Cunning, and
Success**

(rev2021-05-30c)

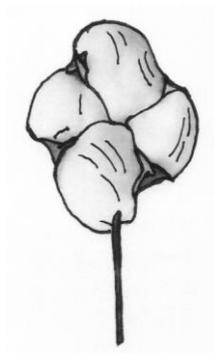
By: Andrew O. Jackson

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

**Cognitive-Emotional Theory and The Personal Power of Qi:
An Athlete's Evolutionary Heritage of Strength, Speed,
Agility, Cunning, and Success**

(rev2021-05-30c)

Andrew O. Jackson



**Gossypium
(cotton plant)**

**2021
Symbiotic Psychology Press**

Published by:
Symbiotic Psychology Press
P.O. Box 930153
Verona, WI 53593 U.S.A.
<https://symbioticpsychology.com/>

All Content © Andrew O. Jackson, 2021. All Rights Reserved

Cover Photo: “*Personal Power of Qi*”

“If yachting is the sport of kings and merchants, then ice-boating is the sport of gods.”
The cover photo is of a racing A-Class Skeeter rounding the windward mark in front of Frank Lloyd Wright’s Monona Terrance in Madison, Wisconsin, USA. With only the power of the wind, A-Class Skeeters will typically race at over 80mph (130kph) with reports of speeds over 140mph (225kph) in speed runs. The works of Frank Lloyd Wright speaks for himself. Photo courtesy of Andrew O. Jackson.

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

The success of any athletic training cannot be defined solely by the athlete's ability to win today; success must be defined by the athlete's ability to achieve with the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these learning behaviors throughout life by employing their own evolved cognitive-emotional bio-feedback mechanisms.

Bruce Lee never resolved the emotional dissonance brought on by the conflicts within his mind and thus was never able to move beyond the confines of a physical universe and become the master he so desired to be.

Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving. Where cognitive understanding and comprehension can project and determine future consequences and events, emotions can create them.

*Success or failure in competition, or in life itself, is a cognitive-emotional state
first determined within the battlefield of the mind.*

A person feels/senses/perceives physiological states and changes of the brain and body precipitated by cognitive activities as “emotions”, “moods”, and “feelings” which all have a feeling good or feeling bad common component but vary in awareness of associative cognitive and physical behaviors, states, and changes.

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

*Every moment is a segment of time and opportunity to
intend a feeling good and desirable outcome.*

*Because joy has an evolved correlation with health and well-being,
we have evolved to be joyous beings.*

To ignore one's own emotional state of being is to ignore one's own physical health and well-being with possible disastrous consequences.

All things being equal, the athlete who builds and maintains their own cognitive-emotional knowing and good feeling of well-being and success will win because they are allowing the events, conditions, and circumstances of their intent.

Rather than demonizing emotions as aberrant, destructive, out-of-control and in need of domination because of a slavery to emotional anger, fear, weakness, and poverty, a warrior must understand emotions as an evolved sensory system, akin to the sense of pain, giving conscious feedback on the health and readiness of their body and mind for successful conflict.

A master/champion must perfect the physical movement, motion, and action within their sport along with their emotions, feelings, and moods within that perfect movement, motion, and action.

The movement, motion, and action of the body itself must feel good to be effective, successful, and repetitive.

Don't think it. Think and Feel it!

When an athlete emotionally feels good, they are allowing a synergistic harmony of the mind, body, and Universe that has the capacity to respond to the demands needed for the extra-ordinary performances required in competition.

Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive awareness upon the lack of that which is desired that is the cause of suffering.

The question is not “how do you feel”, but “how do you want to feel?”

Disassociating, ignoring, or camouflaging of any unaddressed emotionally negative feelings will be revealed within a substandard performance and, even more dramatically, within an injury.

Past, present, and future all exist now but in a different place. The future that exists now is not the future when it becomes the present here. The past that exists now is not the past that existed then when here. A force reaches through time and space and changes the past and the future to match an athlete's cognitive-emotional being in the present when time is now and where space is here.

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

The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

*The question is no longer about how to play the cards that are dealt,
but what cards does an individual want to be dealt to play with?*

Author's Note

The foundation of “*Cognitive-Emotional Theory and The Personal Power of Qi*” (38,800 words) is based within my scientific paper, “*Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation.*” Symbiotic Psychology Press. (Jackson, 2021a) (13,000 words) and is also freely available from <https://emotional-evolution.com/> or <https://symbioticpsychology.com/>.

“*Cognitive Emotional Theory and the Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success*” provides a unique and useful methodology for developing an athlete's powers and creativity with a new, exciting, and more useful definition of our cognitive-emotional bio-feedback mechanisms than currently offered by sports psychological science. And for the sports enthusiast or coach, it offers a different perspective for understanding the physical “reality” being observed on the field of play.

“Qi” has been part of eastern cultures for thousands of years. Western cultures, although they may not scientifically recognize this unseen energy, every fan of sports has recognized in their team or athlete: momentum, shift in momentum, the groove, being hot, being cold, energy, feeling it, connected, out of sorts, in disarray, and the many other terms that acknowledge that something is going that cannot be exactly defined. Every athlete has felt a time when “things” were coming together and they felt “something”. “*Cognitive Emotional Theory and the Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success*” helps define this unseen energy called “Qi” for those who have lived and felt it and for those who are just learning about their own personal power.

Andrew O. Jackson
M.S. Technology Education
M.S. Management Technology



All of life is Qigong, the cultivation of energy.

Table of Contents

Part 1: Letters

1.0	Letter: A Performance Enhancing Behavior: Recreating a Time and Space of Athletic Excellence	37
2.0	Letter: The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms	41
3.0	Letter: The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation	45

Part 2: Personal Power of Qi

4.0	“When You’re Hot You’re Hot; When You’re Not You’re Not.” (Jerry Reed, 1971).....	51
4.1	Universe of Energy: Qi	51
4.2	Personal Power of Qi.....	52
4.3	Emotions-as-Effect Theory	54
4.4	Yinyang (Wang, 2012).....	55
4.5	The Cognitive (Yang)-Emotional (yin) Process Flow	55
4.6	The Yinyang of Cognitive-Emotional Flow.....	55
	Figure 1: Yinyang, Cognitive-Emotional Process Flow Chart	57
4.7	The Challenge: Allowing the Restructuring of the Neuro-Networks of the Mind	58
4.8	Background Reading	59
5.0	Personal Power of Qi: “May the Force be with you.” (Foster, 1976).....	61
5.1	Personal Power of Qi	61
5.2	Desire, Intent, and Emotional Being: Climb Mt. Everest vs Hike Cactus Bluff	63
5.2.1	<i>The Allegory of Engineering Drawings</i>	64
5.3	The Power of Silence (Castaneda, 1987).....	65
5.4	Law of Attraction (Hicks & Hicks, 2006)	66
5.5	Law of Entanglement: Change the Cards That Are Being Dealt.....	67
5.6	Lures of the Dark Side (Foster, 1976)	68
5.6.1	Emotions and Affective Realism	68
5.6.2	Camouflage, Deception, Lies, and Trickery	69
5.6.3	Cognitive/Emotional Entanglement.....	70

5.6.4	Reptilian vs. Mammalian Cognitive Processors	71
5.6.5	Tyrannosaurs: The Tyrant Lizard’s World of Emotional Entertainment	72
5.7	Background Reading.....	73
6.0	The Perception of Qi: Emotions, Moods, and Feelings	75
6.1	Emotions, Moods, and Feelings: The Perception of Physiological States	76
6.1.1	Hot Stove Analogy.....	76
6.1.2	The Dashboard Analogy	77
6.2	What Is “Feeling It”?	78
6.3	The Evolved Biological Significance of Feeling Good (or Bad).....	79
6.4	Feel the Qi: A Focus of Desire, Intent	80
6.5	Cognitive-Emotional Indulgence: For Entrainment Purposes Only	82
6.6	Confusing Physical Pain with Emotional Pain	83
6.7	Negative Emotions and Injury, Illness, and Disease	84
6.8	Anger: The Good, The Bad, and The Ugly (Vincenzoni & Leone, 1966)	85
6.9	Being Mentally Prepared is Being Emotionally Aware and Wise.....	86
6.10	A Prevent Strategy Is a Losing Strategy and How to Make it a Winning Strategy	87
6.11	The Flow of Qi: The Competition of “Feeling <i>IT</i> ” and “Feeling <i>IT</i> More”	89
6.12	Becoming a Master: You are Your Own Opponent.	89
6.13	Review	91
6.14	Background Reading.....	92
7.0	Cognitive-Emotional Gymnasiums: Unleashing the Evolutionary-Self of Strength, Cunning, and Success (Jackson, 2021b).....	93
7.1	The Synergy Between Mind, Body, Emotions and Consciousness	93
7.2	Motivation to Feel Better	96
7.3	Cognitive-Emotional Gymnasiums	98
7.3.1	Segment Intending ((Hicks & Hicks, 2006)	99
7.3.2	Mindfulness (Segal, et al., 2013)	101
7.3.3	STOP! Don’t Go There.: The Conscious Power of Choice	102
7.3.4	Having Compassion for Self.....	102
7.3.5	Meditation, Mindfulness, and Contemplation	103
7.3.6	Appreciating and Reframing.....	104

7.3.7	Focusing on That Which Is Wanted	105
7.3.8	Acts of Kindness	106
7.3.9	Distractions	106
7.3.10	Hobbies and After School Extra Curricular Activities	107
7.3.11	Creative Writing and Writing Memoirs	108
7.3.12	Music and the Arts	108
7.3.13	Cross Training: Performance Enhancing Activities	109
7.3.14	Religion, Mantras, and Prayer	109
7.3.15	Touchstones	111
7.3.16	Psychological Therapy	111
7.3.17	Pharmaceutical Therapy	113
7.4	Cognitive-Emotional Wisdom	113
7.5	Background Reading	115
8.0	Wisdom of a Champion: Let Joy Reign	117
9.0	Conclusion	123
Part 3: Cognitive-Emotional Wisdom		
10.0	Empowering a Society and Culture of Emotional Being: Beliefs, Understandings and Paradigms	127
10.1	Cognitive-Emotional Wisdom	127
10.2	The Evolved Emotional Bio-feedback Mechanism	129
10.3	Development of Cognitive-Emotional Wisdom	130
10.4	Defining Mental Health and Well-Being	132
10.5	Depression: Mental Illness or Mental Injury (Trauma)	133
10.5.1	Cure an Illness; Rehabilitate an Injury	134
10.5.2	Responding to Emotional Bio-feedback	135
10.5.3	Rehab	136
10.6	Psychological Therapy: Cognitive-Emotional Rehabilitation	136
10.7	Psychiatric Therapy: Pharmaceuticals for Healing	139
10.8	Cognitive-Emotional Wisdom in Education	140
10.9	Military Personnel Decommissioning	142
10.10	PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship	143
10.11	Criminal Justice Reform: <i>Justice Founded upon Falsehood Is Itself False and Unjust</i>	146
10.12	Reframing Antisocial Personality Disorder: Two Species of Humanity	148

10.13	Systemic Racism’s 3000-year Journey in Emotional Linguistics	149
10.14	Emotions’ Ties to Physical Health and Well-being.....	151
10.15	Conclusion	152
10.16	Background Reading.....	153

Part 4: Appendix

11.0	Appendix.....	156
	Appendix A: The Cognitive-Emotional Process Flow Chart (Jackson, 2021a)	158
	Appendix B: Statement: Emotion-as-Effect Theory (Jackson, 2021a).....	160
	Appendix C: Criminal Law and Justice: A Constitutional Challenge	162
	Appendix D: Revisions.....	169

Part 1: Letters

1.0 Letter: A Performance Enhancing Behavior: Recreating a Time
and Space of Athletic Excellence37

2.0 Letter: The Cognitive-Emotional Energy of Qi Behind
the Physicality of Forms41

3.0 Letter: The Great Debate: Emotional Dysregulation vs.
Cognitive Dysregulation.....45

1.0 Letter: A Performance Enhancing Behavior: Recreating a Time and Space of Athletic Excellence

When an athlete emotionally feels good, they are allowing a synergistic harmony of the mind, body, and Universe that has the capacity to respond to the demands needed for the extra-ordinary performances required in competition.

Subject: A Performance Enhancing Behavior: The Cognitive-Emotional Re-Enactment of Athletic Excellence

Date: 2021-03-08 (revised 2021-03-27)

Dear Athletes, Coaches, and Instructors,

Everyone has had a time and place where they have had an outstanding performance in their sport and, hopefully, have had many such instances where they felt the energy and excitement of excellence. If not, use the excellence of another to recreate these cognitive-emotional feelings. The object of this exercise is to re-enact those times into one cognitive-emotional event as preparation for a competition.

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

Although this re-creation of past performance brilliance will eventually become, in some form or fashion, an integral part of an athlete's pre-event warmup, this first-time re-enactment should be done in a quiet setting where an athlete can take the time to recall and to take notes surrounding circumstances, events, and behaviors that they **cognitively and emotionally** experienced before, during, and after a moment of brilliance.

A master/champion must perfect the physical movement, motion, and action within their sport along with their emotions, moods, and feelings within that perfect movement, motion, and action.

This is a cognitive-emotional exercise:

1. Cognition is about the mind of thoughts and thinking. Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving where

1.0 Letter: Recreating a Time and Space of Athletic Excellence

understanding and comprehension can project and determine future consequences and events.

2. Emotions, moods, and feelings are felt. They are perceived. Emotions have two very important aspects: (1) they feel good or they feel bad and (2) they tend to have a known thought process or cognitive association. Moods are associated with a longer time span such as days or even months. Feelings tend to not have a known thought or cognitive association.

Correlations between cognition, a healthy biochemical physiology of the brain and body (that is, a greater capacity for situational awareness, comprehension and response) and good feeling emotions, moods, and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions, moods, and feelings and an unhealthy biochemical physiology of the brain and body (and a lesser capacity for situational awareness, comprehension and response). This means that to have the biochemical physiology demanded by a world-class performance, emotions, moods, and feelings must be in a feeling good state of being. (reference: Jackson, A.O., (2021). *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*. Symbiotic Psychology Press (13,000 words.)

The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

While attempting to recreate the cognitive-emotional circumstances, events, and behaviors of an outstanding performance, moods, being a long-term moving average, cannot change overnight. Moods are integral to an athlete's cognitive attitudes, beliefs, and rules of life and these may need to change to allow the emotional aspect of excellence, that is, the bio-chemical physiology, to emerge.

The process of writing takes time. That is intentional. At first, the athlete's composition may be a scribble of words and notes. This is a cognitive and emotional exercise to bring about the good feelings of past peak performances. If these good feeling emotions, moods, and feelings are not present, STOP. Eventually, these words and notes should become sentences, paragraphs, and a then an essay only because this process feels good. Maybe, this process will never make it to paper and pen (computer) and will remain an exercise in the mind.

Winning and losing is first and primarily about an individual's performance along with a feeling good cognitive-emotional state of being within that performance. Only then, can winning and losing be about points, rank, or place in a competition.

1.0 Letter: Recreating a Time and Space of Athletic Excellence

How many years have been spent developing the physical body, its strength, reflexes, and endurance to have a world class performance? What are an athlete's pre-event warm up exercises to prepare the body for competition? Now, how many years has an athlete put into developing their cognitive-emotional game of excellence and what are their specific and necessary pre-event warm up exercises to prepare the mind and emotions for a world-class performance?

Every moment is a segment of time and opportunity to intend a feeling good and desirable outcome.

For now, take some time and start exercising the evolved cognitive-emotional bio-feedback mechanisms that lead to the feelings of excellence. For now, the goal is to realize how long this feeling good and performance enhancing, cognitive-emotional state of being can be maintained. At first, this time may be moments, or even but minutes within an event. But, with experience and practice prior to any segment of time throughout the day, eventually this state of being will be maintained throughout any event or competition and eventually throughout a life's reality of being. That is the hallmark of a Master and Champion.

Champions, in sport or in life, win because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Passionately,

Andrew O. Jackson
Symbiotic Psychology
<https://emotional-evolution.com/>
<https://symbioticpsychology.com/>



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

2.0 Letter: The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms

Rather than dwelling upon the different styles or families of wrestling, kung fu, wushu, tai chi, or of any sport or form of Qigong, I wish to emphasize the cognitive-emotional energy of Qi behind the physicality of forms.

Subjects:

1. Rethinking cognitive-emotional theory and an energy called Qi for the repetition of performance enhancing behaviors in competition, conflict, and life.
2. Using sports and sports competition as a *metaphor* for life's internal conflicts within the mind: we are all "*athletes*" within our own "*competition*" each with its own unique challenges, finish lines, and rewards.
3. Connecting to our personal power of Qi through sports and sports competition.
4. Empowering athletes and Qigong practitioners with the cognitive-emotional gymnastics and abilities to understand and utilize their own power of Qi for their own successes and well-being in life.
5. Introducing "*Cognitive-Emotional Theory and The Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success*" (40,400 words). This and all my publications are a freely available PDF download at <https://emotional-evolution.com/>.

Date: 2021-03-10 (revised 2021-03-27)

Bruce Lee never resolved the emotional dissonance brought on by the conflicts within his mind and thus was never able to move beyond the confines of a physical universe and become the master he so desired to be.

Dear Coaches, Instructors, Athletes, and Sports Enthusiasts,

Life is about a cognitive-emotional allowing of the flow of an energy called Qi.

I have spent the last fifteen years researching and developing the psychological science that empowered my life and set me free of my mental health issues that plagued me through my younger years. I brought together this science with my life experiences of an energy called Qi that eastern cultures have been exploring for thousands of years. I am now tethering Qigong, that is, the cultivation of Qi, to a redefined and new awareness of our

2.0 Letter: The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms

evolved cognitive-emotional bio-feedback mechanisms called emotions, moods, and feelings.

Coaches talk about “execution” because that is all they can “see”. A master/champion must perfect the physical movement, motion, and action within their sport along with their emotions, moods, and feelings within that perfect movement, motion, and action.

I believe that the modern neuroscience and understandings of emotions, moods, and feelings (that would not be comprehensible to Siddhartha in his time) offer a needed perspective to Shaolin’s Buddhism and the cultivation of Qi. This essential perspective can be found in “*Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation.*” Jackson, A.O. (2021). Symbiotic Psychology Press. (13,000 words) and which is also freely available from <https://emotional-evolution.com/>.

Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive awareness upon the lack of that which is desired that is the cause of suffering.

My intention is to empower athletes with their evolutionary heritage of strength, speed, agility, cunning, and success and how all of this, including “Qi”, is known through our evolved biological feed-back mechanism known as emotions, moods, and feelings. Then, true individual empowerment can develop within each athlete, their teammates, and their team as a whole singular body.

The athlete who builds and maintains their own cognitive-emotional knowing and feeling of well-being and success will win because they are allowing the events, conditions, and circumstances of their intent to exist.

Where athletes and sports has generally replaced the warrior and the brutality of their physical battles of the past, today’s conflicts and battles are akin to chess and refer to a competition for dominance and possession of realities within the mind. Champions, in sport or in life, prevail because their cognitive-emotional projection of reality becomes dominant and prohibits the competition from seeing the reality of their own success.

Success or failure in competition, or in life itself, is a cognitive-emotional state first determined within the battlefield of the mind.

2.0 Letter: The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms

“Cognitive-Emotional Theory and The Personal Power of Qi: An “Athlete’s” Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success” provides a unique methodology for developing an athlete’s powers and creativity by restructuring their cognitive-emotional dynamics to utilize their own powers of Qi. For the sports enthusiast, this process offers a different perspective for understanding the energy of Qi behind the physical “reality” being observed on the field of play.

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

“Cognitive-Emotional Theory and The Personal Power of Qi: An “Athlete’s” Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success” provides a unique methodology for developing an “athlete’s” powers and creativity by restructuring ours/their cognitive-emotional dynamics. For the sports enthusiast, this process offers a different perspective for understanding the physical “reality” being observed on the field of play.

The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

I will gladly address any questions about a greater understanding of our evolved cognitive-emotional dynamic bio-feedback mechanism and its relationship with an individual's health, well-being, and success.

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

Passionately,

Andrew O. Jackson
Symbiotic Psychology
<https://emotional-evolution.com/>
<https://symbioticpsychology.com/>



The success of any athletic training cannot be defined solely by the athlete's ability to win today; success must be defined by the athlete's ability to achieve with the presence of health, vigor, and joy along with the necessary cognitive skills, abilities, and motivation to nurture these learning behaviors throughout life by employing their own evolved cognitive-emotional bio-feedback mechanisms.

3.0 Letter: The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation

Subject: The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation

Reference:

Jackson, A.O., (2021). *Emotions-as-Effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press (13,000 words).

Date: 2021-02-04 (revised 2021-03-23)

Emotional Dysregulation: Current psychological therapy understands emotions as potentially aberrant and dangerous because they believe emotions change the biochemical physiology that drives behavior. Therefore, these emotions must be controlled, regulated, or managed and, if necessary, with pharmaceuticals. And because emotions can lead to aberrant and dangerous behavior, emotions are not to be trusted. Cognitive behavior therapies use the intellect to reason out appropriate and desirable cognitive and emotional responses and behavior.

Cognitive Dysregulation: Emotion-as-Effect Theory argues that cognition, not emotions, changes the biochemical physiology that drives behavior. Therefore, cognition must be controlled, regulated, or managed. Emotions are the perception of biochemical and physiological changes of the brain and body (precipitated by cognition) where good feeling emotions have an evolved correlation with a healthy physiology and bad feeling emotions have an evolved correlation with an unhealthy physiology. Cognitive-emotional behavior therapies trusts these emotions, moods, and feelings to understand and to guide appropriate, desirable, and healthy cognitive behavior.

Emotions-as-Effect Theory: Rather than demonizing emotions as aberrant, destructive, out-of-control and in need of regulation because of an emotional disorder, Emotions-as-Effect Theory understands emotions as an evolved sensory system, akin to the senses of pleasure and pain, giving conscious feedback on the healthy/unhealthy state of biochemical physiology. Cognition, not emotions, precipitates the biochemical physiology of the brain and body that drives behavior. Emotions, moods, and feelings instead of being regulated by cognitive behavior, are used to guide cognitive behavior and decision making for the health, well-being, and prosperity of the individual.

Warning 1: Denial of the emotional biofeedback mechanism.

Emotional disorders (Barlow, 2014) such as depression, anxiety, suicide, mania, bipolar disorder, borderline personality disorder are not emotional disorders but cognitive disorders that deny an evolved emotional biofeedback mechanism. A belief in emotional control, management, and regulation because of the influence of “emotional” disorders on a person’s biochemical physiology convolutes emotions’ evolutionary role to pivot off of emotionally negative cognitive behaviors towards emotionally positive cognitive behaviors. If emotions are deemed untrustworthy because of a false belief that aberrant and dangerous emotions drive behavior, the emotional biofeedback mechanism is further sabotaged in fulfilling its evolutionary role.

The emotional rollercoaster ride provided by the entertainment industry through such mediums as movies, television, books, songs and music is dependent on a certain denial of the evolved emotional bio-feedback mechanism to guide cognitive activity towards well-being. This suspension of emotional understanding can bleed into daily life and disrupt emotions’ role in guiding cognitive behavior.

Warning 2: Camouflaged aberrant cognitive behaviors.

Any psychological or pharmaceutical therapy that changes a person's natural and evolved cognitive-emotional correlations can camouflage aberrant cognitive behaviors normally exposed through emotional dissonance. These unabated cognitive behaviors can continue to change a biochemical physiology so that a person erupts into dangerous, psychotic, and suicidal behaviors.

Warning 3: Unrecognized defense against illness, infections, and disease.

Biochemical abnormalities that are emotionally perceived may not originate from psychological cognitive activities. Instead, they may be attributed to illness, infection, or disease. However, by consciously working to feel good, the body builds another evolutionary defense for survival. Feeling emotionally good has an evolved correlation with being biologically healthy and vigorous. Therefore, by consciously working to feel good rather than just succumbing to emotionally negative biological activity, evolution has set up another layer of resistance to fight off illness, infection, and disease.

However, modern psychology attributes the power of causality to emotions. As previously mentioned, emotions cannot be trusted. Emotions can be aberrant and destructive and cause overly aggressive behavior. If negative emotions stemming from an emotional disorder are managed pharmaceutically, science is again usurping emotions’ evolutionary role in maintaining one’s health, vigor, and well-being during a physical illness. By cultivating a cultural attitude that dismisses the emotional “dashboard light” of negative emotions and does not recognize the role of negative emotions in informing one’s consciousness that extra effort must be made to maintain an emotionally good-feeling

attitude, science is creating a physically weak society. People who have developed cognitive abilities needed to maintain an attitude and mood of emotionally positive feelings empower themselves to survive pandemics such as the COVID-19 pandemic.

Warning 4: Misguided action upon an external world.

If an individual or patient is never taught:

- (1) how to use their cognitive-emotional biofeedback mechanism and
- (2) that good- and bad-feeling emotions, moods, and feelings are about their own cognitive activities and
- (3) how these good and bad feelings have evolved in correlation with the health and well-being of their own biochemical physiology, or
- (4) even more detrimental, is taught to ignore, constrain, or inhibit this evolutionary biofeedback mechanism,

they will continually associate and give credit or fault to the origins of these emotions, moods, and feelings to an external world. An individual or patient will then act upon their external world according to their own interpretations, understandings, and beliefs derived from their personal experiences, education, and training through life – even to the detriment of their own health, well-being, and success because feeling good or bad is not about what “I” am doing: “I feel this way because of what ‘they’ and the external world of circumstances, events, and happenings are doing to me. And if they and the world do this to me, how can I act in ways other than what I understand, know, and believe.” Feeling good has become about changing, controlling, or acting upon “them” and the external world – as people have been taught.

Warning 5: Misguided “feels-good-is-good” morality.

Rather than rigorously adopting and adhering to a set of feels-good religious, political, or academic set of beliefs and understandings that deny an internal reflection of personal cognitive behaviors, our educational institutions (parents, schools, religions, governments, etc.) must teach, develop, and empower a feels-good-is-good cognitive-emotional dynamic that can rationally and comprehensibly debate the moral dilemmas facing each new generation.

Because joy has evolved to correlate with health and well-being, we have evolved to be joyous beings. To ignore one’s own emotional state of being is to ignore one’s own physical health and well-being with possible disastrous consequences.

Passionately,

Andrew O. Jackson

Symbiotic Psychology

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

<https://symbioticpsychology.com/>



Part 2: Personal Power of Qi

4.0	“When You’re Hot You’re Hot; When You’re Not You’re Not.” (Jerry Reed, 1971).....	51
5.0	Personal Power of Qi: “May the Force be with you.” (Foster, 1976).....	61
6.0	The Perception of Qi: Emotions, Moods, and Feelings	75
7.0	Cognitive-Emotional Gymnasiums: Unleashing the Evolutionary-Self of Strength, Cunning, and Success (Jackson, 2021b)	93
8.0	Wisdom of a Champion: Let Joy Reign.....	117
9.0	Conclusion	123

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

4.0 “When You’re Hot Your Hot: When You’re Not You’re Not.”

(Jerry Reed, 1971)

How could I have missed that simple and easy shot, layup, free throw, putt, catch, pass, jump, kick, tackle, gate, or _____ (fill in the blank)? How, why did some carefully thought-out play, game, race go astray? Why do sometimes I have an outstanding, “unbelievable” Olympian performance where everything “clicks” and I “feel *It*” and at other times I am just a clumsy novice? Or as a team, we are just sleep-walking, lethargic and not in sync. But those times where “It” all comes together..... It is magnificent, beauty, a wonder.

To understand “*why*” and “*how come*” to the above questions, a coach would explain how the athlete has to move or react (within the physical fundamentals of their sport). Every coach teaches an athlete the fundamental skills and how to physically coordinate their movements to excel. That is, “the hand goes here,” or “the body moves like so.” They teach and train how to “execute” the mechanics of a sport. But our world is more than mechanical universe of objects, circumstances, conditions, and events. We are also a world of energy.

4.1 Universe of Energy: Qi

To understand what is happening at a more significant level in competition than the mechanical motion of the players, an athlete must start thinking in terms of a universe of energy, or more specifically, the emotional feeling of energy. This is where talk of being in the zone, being in the groove, feeling it, connected, momentum, confidence, emotion, swag and their opposite, sleepwalking, out-of-sorts, in a fog, flat, not mentally prepared comes from. Unless an athlete or coach has had some very unique shaman training, they cannot “see” the universe of energy, but everyone can feel it within their emotions, moods, and feelings. An athlete must start understanding and using ideas and concepts that the world of objects, people, nature (weather, biology, geology), events and their cause and effect, and

even time (past, present, and future), and space (here, there) are all interconnected within a vibrational energy that Daoist have known about for thousands of years and call “Qi”. Qi has been made popular in Disney’s movie “Mulan” and through Star Wars movies as the “The Force” (Foster, 1976). The ability and capacity to bring together a harmonious self of mind, body, emotions, and consciousness along with the circumstances, events, people, nature, and other factors that are necessary for an Olympian Gold Medal performance is called by don Juan Matus in Carlos Castaneda’s books, “personal power” (Castaneda, 1984).

4.2 Personal Power of Qi

Don Juan Matus explains personal power like this. A person is hiking up a mountain trail. They stop to tie their shoe and then a boulder comes careening down the mountain right in front of them. Or, they stop to tie their shoe and then a boulder comes careening down the mountain and wipes them off the face of the earth. The event is a consequence of the hiker’s personal power (their Qi). A lineman in a football game while blocking his opponent gets a season ending injury when another player rolls onto his ankle. The coach will say it is bad luck and an unfortunate accident. Don Juan would say that the athlete’s personal energy brought him into harmony with the injury, as would be the case within the success of a last second unbelievable desperation shot (or move) at the buzzer for the win. What is the state of an athlete’s personal power and Qi and more importantly, how do they manage and work with It?

First and foremost, among the ideas and concepts that an athlete must re-program within their minds is the nature and evolutionary purpose of emotions. The term “emotion” is a misleading word of a civilized, literary, and religious humanity (Bavin, 2012; Noss & Grangaard, 2008). Every athlete has learned a concept of emotions that has caused a them to ignore the evolved dynamic relationship between cognition (activities of the mind), emotional awareness, and their personal power of Qi. Emotion has an evolutionary function to guide knowing and awareness activities of the mind (Gross, 2014, Jackson, 2021a). Professor Randolph M. Nesse writes in *Good Reasons for Bad Feelings: Insights from the Frontier of Evolutionary Psychiatry* (Nesse, 2019), “Why did natural selection leave us so vulnerable to so many mental disorders?” The short answer is that evolution didn’t; civilized

4.0 When You're Hot You're Hot: When You're Not You're Not

man did. And civilized man put a wedge between emotions and a universe of energy and personal power.

When the mental construct of emotions (Friederici, 2012; Ingram, 2007) used in religion and literature was created and included (1) the activities of mind that change the brain and body's neurology and biochemical physiology (Maletic & Raison, 2017) and (2) the perceived effect of these same biological changes (Davidson & Begley, 2012; Smith, 2016; Pessoa, 2013) with (3) the outward visible behavior, mankind usurped emotions' evolutionary function. Instead of emotions' natural evolutionary and symbiotic function of providing necessary regulatory feedback on cognitive activities, emotions became aberrant, destructive, and untrustworthy because they were [falsely] bestowed the quality of causality to the biological changes that drives an athlete's thoughts and behaviors (Goleman, 2003; Gorwood, et al., 2008; Gross, 2014). That is, emotions were falsely given the power of changing the biology of an athlete that motivated them to act, not only in the way coaches wanted, but also in destructive and aberrant ways both on and off the field of play. As such, negative feeling emotions must [erroneously] be regulated, controlled, and managed, with pharmaceuticals if need be, which only further disinherits emotions' evolutionary function to guide cognitive behavior towards an athlete's health, well-being, and success in decision making both on and off the field of competition.

The notion that species develop by naturally selecting attributes that are advantageous for survival is the cornerstone of the theory of evolution (Darwin, 1859; LeDoux, 2019). If any human is to live or even thrive to maturity and have offspring who will continue the survival of the species, might there be an evolved link or correlation between an individual's (1) emotions, (2) cognitive activities, (3) the body's physiology (Jackson, 2021a) and most importantly, (4) a universe of energy and energy flow?

It's about energy. It's about feeling the energy. It's about the good feeling emotions from the flow of energy. It is about feeling "It". Whether you are a chess player or an offensive lineman on a football team; or a ballet dancer or basketball player making a free-throw, jump shot, or three-pointer; or a musician or a forward on a soccer team making a pass or a penalty kick or the goalie blocking that kick; or a wrestler or an alpine skier racing

through the gates; or a marathon runner or cross-country bicyclist; no matter what your sport, it's about feeling It and maintaining It. And It is an energy that Daoist have known about for thousands of years and call "Qi".

4.3 Cognition as Causal; Emotions as Effect (Jackson, 2021a)

Definition notes:

- 4.3.1** *Emotions, moods, and feelings* are felt. They are perceived. Emotions have two very important aspects: (1) they feel good or they feel bad and (2) they tend to have a known thought process or cognitive association (Smith, 2016). Moods are associated with a longer time span such as days or even months. Feelings tend to not have a known thought or cognitive association.
- 4.3.2** *Cognition* is about the mind of thoughts and thinking. Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving where understanding and comprehension can project and determine future consequences and events.
- 4.3.3** *Neurology and neuro-networks* are nerves and nerve networks in the brain and body.
- 4.3.4** *Biochemical physiology*. Physiology is how the body and its parts work and function. "Biochemical" emphasis an underlying chemistry within all these functions.

Although good and bad feeling emotions, moods, and feelings (EMF's) vary in duration and awareness of associative physical behaviors, they all are the perception, by consciousness, of states and changes within the body and the brain precipitated by thoughts, thinking, and other cognitive activities.

Because emotions, moods, and feelings are perceptions of an internal state of biochemical physiology precipitated by cognition, emotions, moods, and feelings are a reflection of, and give insights into, the nature of this cognitive behavior. Also, because emotions, moods, and feelings are a perception of states and changes of physiology and are not causal to these states and changes, emotions, moods, and feelings are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive – and causal – cognitive behaviors.

4.0 When You're Hot You're Hot: When You're Not You're Not

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

4.4 Yinyang (Wang, 2012)

Yin and yang (yang rhymes with “tong” and “bong” not with “sang” or “hang”) were originally used as terms to describe the sunlight side of a hill (yang) and the shadow side of a hill (yin). The south and east side of the mountain are yang and the north and west sides are yin. These terms also reflect the process of the sun moving throughout the day and the resulting harmonious movement of light and shadow. These terms of yin and yang evolved into a way or process of thinking called yinyang or the yinyang paradigm of thinking. Yinyang describes the harmony of living within time, of night and day, and the changing seasons and years. This process of living in harmony is also reflected in the interconnected lives of men (male/yang) and women (female/yin).

4.5 The Cognitive (Yang)-Emotional (Yin) Process Flow

Cognition (yang) addresses the processes and activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving (APA, 2020), where understanding and comprehension can project future consequences and events. We perceive with our senses of touch, taste, sight, hearing, smell, and touch. Each of these activities have their own system of nerves or neurology, i.e., a neuro-network. We also perceive states and changes within the body and brain as emotions (yin). (While reading the following process flow, it may be helpful to use the following **Figure 1: Yinyang, Cognitive-Emotional Process Flow Chart** on page 57.)

- 1) Within a cognitive-emotional event, cognitive activities of the brain (maximum yang) stimulate an...

- 2) emotional neurology. This neurology is not the emotions a person feels, but is a neurology of the brain that through chemical (hormones) and neural (nerves) creates, changes, and sustains the....
- 3) biochemical physiology of the brain and body. (Physiology is the study of functions and mechanisms in a living system (Wikipedia, 2021).) These biochemical mechanisms activate a....
- 4) sensory neurology of the brain and body that consciousness perceives as....
- 5) good- and bad-feeling emotions, feelings, and moods (maximum yin).
- 6) Consciousness uses this emotional awareness and understanding to modulate 1) cognitive activities which stimulate a 2) emotional neurology... and the yinyang movement and flow of cognition and emotion continues....

A more involved discussion of this emotions-as-effect theory and its cognitive-emotional process flow chart is in *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*, Andrew O. Jackson, (2021.a). Symbiotic Psychology Press and also reference the following Appendix A: Cognitive-Emotional Process Flow Chart and Appendix B: Statement of Emotions-as-Effect.

The question is not about what is, but about a continuation, or not, into what is.

4.6 The Yinyang of Cognitive-Emotional Flow

Emotions (yin) have evolved to work in harmony with cognition (yang). At the beginning of the yinyang cycle is the domination of yang (cognition). That is, consciousness is working within a mind of cognitive activities such as thought, reason, imagination, and the perception of our physical universe through the senses.

As the cognitive-emotional flow continues, yang (cognitive awareness) decreases and conscious movement flows and increases yin (emotions). Emotions and emotional awareness become the dominant activity around the cognitive center of yang. Emotional yin is used to understand and evaluate cognitive yang.

4.0 When You're Hot You're Hot: When You're Not You're Not

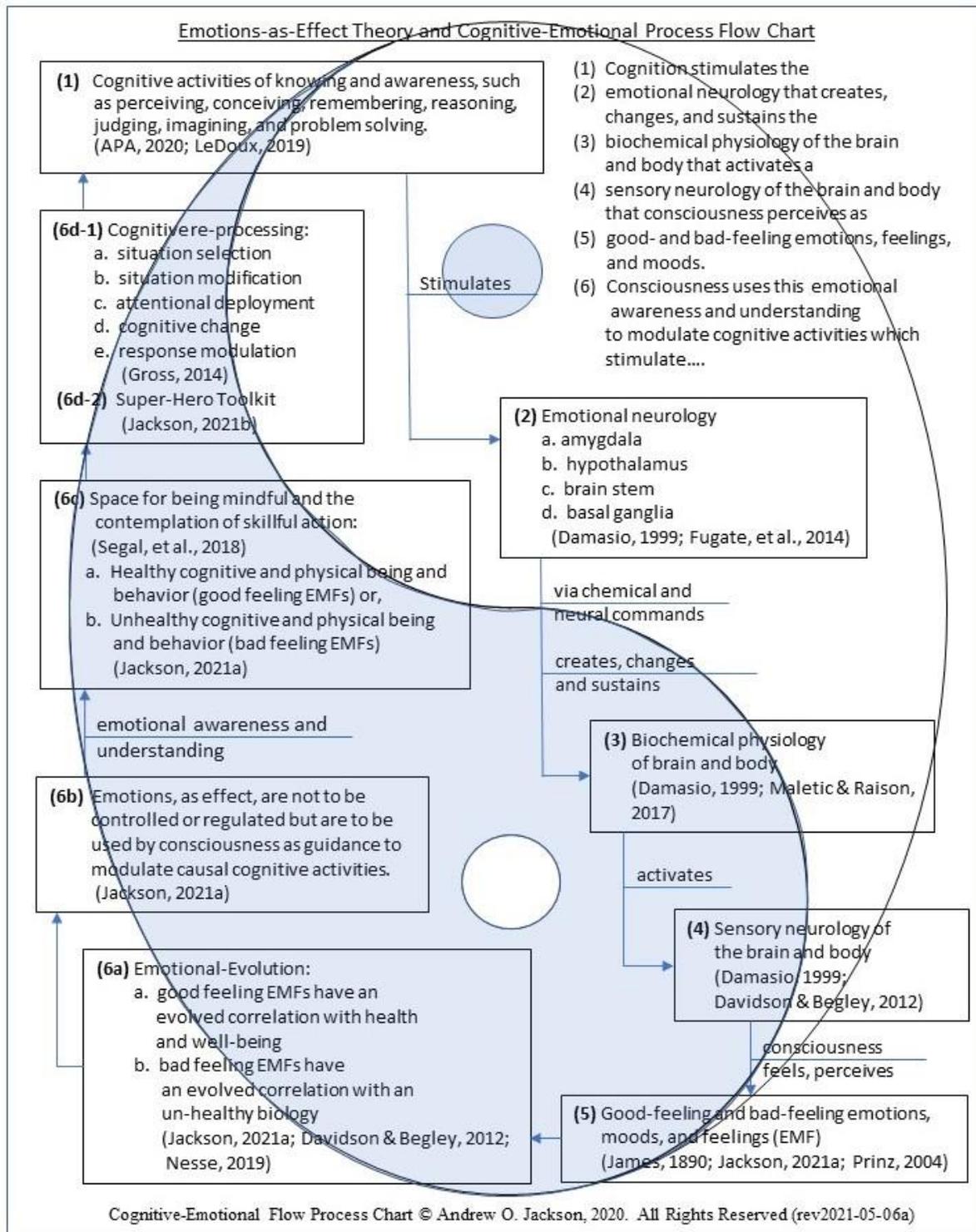


Figure 1: Yinyang, Cognitive-Emotional Process Flow Chart

As the flow of yin continues and decreases, yang increases and cognitive choices to continue, or not, within an awareness, knowing, and eventual action becomes dominant around the emotional center of yin. Awareness, knowing, and action (yang) revolves around a center locus of emotions (yin). (reference figure 1: Yinyang, Cognitive-Emotional Process Flow.)

The question is no longer about a knowing and awareness of what is, but an emotional feeling of goodness and badness, wanted and unwanted, desirable and undesirable quality; the question is not about what is, but about a continuation, or not, into what is.

The harmony and flow of action (yang) is known by, and flows around, emotion (yin).

4.7 The Challenge: Allowing the Restructuring the Neuro-Networks of the Mind

The brain is a wonderful mechanism. Look at history and all the cultures and societies that have existed and do exist now. The ability of the brain to adapt to the beliefs and habits of a theoretical scientist at one extreme, to the shamanistic workings of the indigenous tribes at another is astounding. The ability of the brain to adapt and grow into all of these multitude of cultures is called neuro-plasticity. Neuro, the nerves and their networks, are plastic, that is, they change and rewire into new networks as environmental conditions demand. This neuro-plastic adaptation process of rewiring itself takes time, but allows an athlete, with motivation, to develop the conceptual understandings essential to cultivate their personal power and to work with the flow of energy (Qi) towards the desirable harmonies necessary to maximize their evolutionary potential in competition and to consistently perform at their best.

This publication is an invitation and a challenge for coaches and athletes to expand their cultural upbringing and explore some concepts and ideas that differ from that which they now know, understand, and apply. If an athlete wants and desires to improve their performance, they must understand that the foundation of great performances lies not only within a physical universe of strength, speed, agility, and cunning but also within a universe of energy that is known within such terms as emotion, confidence, momentum, connected, personal power, and energy.

4.0 When You're Hot You're Hot: When You're Not You're Not

If the ideas and concepts presented here don't click right away, understand that the neuro-plastic brain has wired itself to accommodate a lifetime of education and training within the society and culture an athlete was raised. To understand (and do) something new and different from another culture means that the brain must have time to begin a process of re-wiring itself to accommodate these new concepts, ideas, and understandings. If this publication brings too much conflict and disharmony, take a time out until conditions are appropriate to continue into this fantastic and wonderful world of personal power and Qi.

The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

4.8 Background Reading:

- APA. (2020). Cognition. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- Bavin, E.L. (Ed.). (2012). *The Cambridge handbook of child language*. Cambridge University Press
- Brune, M. (2016) *Textbook of evolutionary psychiatry and psychosomatic medicine: The origins of psychopathology* (2nd Ed.) Oxford, UK: Oxford University Press.
- Castaneda, C., (1984). *The fire from within*. Washington Square Press.
- Damasio, A. (1999). *The Feeling of what happens: Body and emotion in the making of consciousness*. A Harvest Book Harcourt, Inc.
- Darwin, C. (1859). *On the origins of the species by means of natural selection*. In Wilson, E.O. (Ed.), *From so simple a beginning: Darwin's four great books*. W.W. Norton.
- Davidson, R.J., & Begley, S., (2012). *The emotional life of your brain*. Hudson Street Press.
- Foster, D.A. (Credited to George Lucas), (1976). *Star Wars: From the adventures of Luke Skywalker*. Ballantine (USA), Sphere Books (UK). Retrieved from: https://en.wikipedia.org/wiki/Star_Wars:_From_the_Adventures_of_Luke_Skywalker
- Fugate, J.M.B., Lindquist, K.A., Barrett, L.F. (2014) Emotion: Generation or Construction? In Ochsner, K.N., Kosslyn, S.M. (Eds.), *The Oxford handbook of cognitive neuroscience* vol. 2 the cutting edge (pp. 32-51). Oxford University Press.
- Goleman, D. (2003). *Destructive emotions: How can we overcome them?* Bandam Books.

- Gorwood, P., Corruble, E., Faliissard, B., & Goodwin, G.M. (2008). *Toxic effects of depression on brain function: Impairment of delayed recall and cumulative length of depressive disorder in large sample of depressed outpatients*. *American Journal of Psychiatry*, 165:731-739.
<https://ajp.psychiatryonline.org/doi/full/10.1176/appi.ajp.2008.07040574>
- Gross, J. J. (2014). Emotional regulation: conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press.
- Jackson, A.O. (2021a). *Emotions-as-Effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press.
- Jackson, A.O. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*. Symbiotic Psychology Press
- James, W. (1890). *Principles of psychology*, vol. 2. Holt.
- LeDoux, J.E. (2019). *The deep history of ourselves: The four-billion-year story of how we got conscious brains*. Viking.
- Nesse, R. M. (2019). *Good reasons for bad feelings: Insights from the frontier of evolutionary psychiatry*. Allen Lane.
- Noss, D.S., & Grangaard, B.R. (2008). *A history of the world's religions* (12th ed.). Prentice Hall.
- Maletic V., & Raison, C. (2017). *The new mind-body science of depression*. W.W. Norton & Company, Inc.
- Prinz, J.J. (2004). *Gut reactions: A perceptual theory of emotions*. Oxford University Press.
- Reed, J., (1971). Album, *When you're hot, you're hot*. RCA. Producer, Chet Atkins.
- Segal, Z., Williams M., Teasdale, J. (2013). *Mindfulness-based cognitive therapy for depression*. The Guilford Press.
- Shackelford, T.K., & Zeigler-Hill, V. (Eds.). (2017). *The evolution of psychopathology*. Springer
- Wang, R.R., (2012). *Yinyang*. Cambridge University Press.
- Wikipedia. (2021). Physiology. Retrieved from:
<https://en.wikipedia.org/w/index.php?title=Physiology&oldid=998901509>

If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

5.0 Personal Power of Qi: “May the Force be with you.” (Foster, 1976)

What is the role of the athlete and their involvement within their own fate in competition? An athlete spends years developing the strength, endurance, agility, and skill to excel in competition and within seconds a mishap destroys their career. Another player makes an unbelievable move and goes onto victory and has a full, healthy, and successful career. Are some athletes just blessed and others cursed? Is it fate? Is it law? Is it something they did or something they didn't do? Was it the position of the planets? How about karma from a past life? Did they somehow gain (or lose) god's favor? Whatever an athlete's religious beliefs are and how they may or may not contribute to their failures and successes, an athlete should understand how their personal cognitive-emotional world affects the present, past, and future in the present moment of now.

We live in a universe of more than just objects subject to Newton's mechanical laws of gravity and motion where a coach's demands to execute the physical constructs of the sport are singularly most important. That is, a coach talks and demonstrates how to move the body, arms, legs and where they should be at what time and how to keep one's center of balance, etc., etc. But an athlete's world of objects, circumstances, conditions, and events also exist in the before time now and in the after time now. An athlete's cognitive-emotional state is affecting those objects, circumstances, conditions, and events here, at this moment, in those before and after time now (and space here) through a universe of energy called Qi.

5.1 Personal Power of Qi

Personal power refers to how strong and effective an athlete is at drawing together and attracting the necessary harmonious objects, circumstances, conditions, and events for success. The following are some quick examples of personal power:

5.0 Personal Power of Qi: “May the Force Be with You”

1. At a stop sign, a driver must wait for cross traffic to open up to get across the road. “How long does the driver need to wait” is an indication of personal power.
2. A shopper goes into a grocery store where, for marketing reasons, all the products are moved around. How quickly does the shopper find their desired groceries?
3. A golfer erroneously hooks their drive off the tee. But a gust of wind blows the ball back onto the fairway.
 - a. A golfer hits a perfect drive and a gust of wind blows it off into the next fairway.
4. As an alpine skier comes to the starting gate and the wind that has been blowing up the course becomes calm.
 - a. An alpine skier comes to the starting gate and the wind begins blowing up the course.
5. A basketball player can consistently make their free throws; soccer player, penalty kicks; football player, field goals; golfer, putts, chips, and drives; archer, bull’s eye.
6. A player is in the right spot, at the right time, to receive a beautiful pass from their teammate to make an incredible goal.
 - a. A player is in the wrong spot, at the wrong time, to receive a perfect pass that could have led to a goal.
7. A team harmoniously and skillfully moves the ball, at will, down the field because each player “feels” the rhythm of their teammates.
 - a. Team players are consistently in the wrong spot.
8. A team owner is able to recruit the players and coaches needed for a successful run at a championship.
9. An athlete finds the coach they need to develop their talents.
10. A running back in American football has the right plays called, and an offensive line making the necessary blocks needed, for a successful game.
 - a. A running back consistently gets plays called that run him into a wall of defenders.

5.0 Personal Power of Qi: “May the Force Be with You”

11. A quarterback can consistently make accurate and well-timed passes where his receivers are consistently open and anticipating his throw.
12. One athlete never has an injury.
 - a. Another player is constantly plagued with mishaps.
13. One player flourish and another flounders.
14. The rich get richer and the poor get poorer.

Evolutionarily speaking, feeling good means an athlete is coming into harmony with a healthy physiology (Jackson, 2021a). And in terms of a universe of energy (Qi), good feeling emotions means an athlete’s energy is harmonizing with events, places, people, and an environment that matches those feelings of their desires and intentions. Good feeling emotions, moods, and feelings mean an athlete is coming into harmony with objects, circumstances, conditions, and events that are in harmony with their intentions and desires. Bad feeling emotions, moods, and feelings means an athlete is going out of harmony with their intentions and desires. The millions of years of evolution has always worked in concert with Qi as they are not separate independent constructs but universal constructs that are working in harmony with each other.

Because emotions, moods, and feelings are a product of cognitive activities of the mind, a coach can teach and an athlete can learn, develop, and manipulate their own personal power of Qi by becoming acutely aware of how they are feeling. This personal power of Qi brings together their health, prosperity, well-being and the objects, circumstances, conditions, and events in their lives that matches their intentions, focus, and desires. If an athlete pays attention to how they are feeling and how these feelings relate to their cognitive activities, they will understand and know what harmonies they are becoming in concert with. That is, by setting their intentions, their emotional feelings will indicate if the reality they are coming into harmony with is desirable or not.

5.2 Desire, Intent, and Emotional Being: Climb Mt. Everest vs. Hike Cactus Bluff

Life, or more specifically, life’s rocky journey helps a person define, refine, and understand what they don’t want (and disdain) and what they do want (and desire). Without a

5.0 Personal Power of Qi: “May the Force Be with You”

desire or intention in life, emotions have no bearing or means of evaluating life's circumstances, conditions, events, and outcomes. Without desire, without intent, an athlete's emotional being has no sense of direction. Humanity did not evolve on Earth with their unique, wonderful, and profound physical, emotional, and cognitive attributes to not be active and adventurous and not create their own unique mark in history. Each person must be open and receptive to their own unique desires and intentions for each person has their own unique life history. Each has their own mountain to climb or bluff to hike.

If a person is going to climb Mt. Everest, they want to harmonize with a completely different set of circumstances, conditions, and events and gather a different set of assets verses a person who wants to luxury hike up Cactus Bluff. Once an athlete decides and sets their intent on whether they are a climber or a hiker, good and bad feeling emotions, moods, and feelings become polarized and capable of guiding cognitive and physical activities.

Within a hike up a bluff, most of the factors involved are readily controllable. And if the weather isn't conducive to a hike, a beer at the local tavern with friends and acquaintances makes for a merry time. An ascent of Mt. Everest brings to a highlight the “behind the scenes” workings of personal power and Qi. The consequences and disharmonies between climber and nature can be swift and deadly. Yet there can be poisonous rattle snakes on Cactus Bluff and a hiker without any sense of direction can blindly walk off the bluff to their death.

5.2.1 The Allegory of Engineering Drawings

Understanding an engineering drawing that lays a three-dimensional object onto two-dimensional space requires is a skill in visual perspectives. Unfortunately, this process has two natural algorithms and Europe has adopted one (first angle projection) and the United States has adopted the other (third angle projection) and as a drafting teacher, I taught both. Before answering any student questions, I had to be clear in my own mind these natural differences in projection as it was easy to fall into the confusion of my student's reality that would naturally use one or the other or both at the same time. An athlete in competition must be clear and forceful in their own mind of their intentions and desires they wish to project into reality because the competition has their own perspective and projection.

5.0 Personal Power of Qi: “May the Force Be with You”

Champion win because their projection of reality becomes dominant and prohibits their competition from seeing the reality of their own success.

The luxuries and readily available resources in wealthier cultures and societies can make for attitude which has little need to comprehend personal power and their energy connection to the universe and nature. The beauty of sports and competition is that to excel, an athlete and their coach must start addressing the issues exposed by an evolved cognitive-emotional bio-feedback system that makes the paths to success, or failure, readily discernable if they have established their goals, desires, and intentions that polarize their evolved cognitive-emotional bio-feedback mechanisms.

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

5.3 The Power of Silence (Castaneda, 1987)

A lifetime, no matter how long or short, has formatted a neuro-plastic network of the brain to stabilize and maintain a continuity and order of reality; but whose reality and at what cost? The evolved nature of emotions as a bio-chemical feedback system as an indicator of physiological health, strength, and robustness, or lack thereof, of an athlete’s own cognitive activities has been maligned and sabotaged for thousands of years.

Most societies and cultures have falsely ordained emotions as potentially aberrant and destructive and therefore emotions must be controlled, regulated, and managed. This noise has formatted most athletes’ neuro-networks into an automatic, habitual and erroneous reflexive pattern of emotional mis-understandings that is detrimental to their well-being and success as an athlete. There is a cost and danger of not understanding that it is the mind of

cognitive activities that changes the body’s physiology, not emotions. Emotions are but a reflection of these states and changes of the body.

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

The cognitive-emotional exercises **in Section 5.3: The Cognitive-Emotional Gymnasium** are methods for quieting one’s focus and fixation within negative feeling cognitive-emotional activities and allowing less negative or even positive feeling cognitive-emotional activities to emerge into conscious awareness. The process of restructuring erroneous neuro-network constructs that believe emotions are causal to the biological changes that drive aberrant and destructive behavior begins with silence or a quieting of these flawed mental activities and the harmful realities they are supporting. This quieting of the mind disengages these undesirable neuro-networks and allows other, more desirable networks to build and strengthen and eventually these neuro-networks will dominate and support a new reality of health, success, and well-being.

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

5.4 Law of Attraction (Hicks & Hicks, 2006)

The physical universe of objects, events, and circumstances all have an energy/vibrational quality. An athlete’s current circumstances, conditions, and events all have a similar vibrational quality that are brought together by a similar, current and causal vibrational condition of the athlete’s mind and body. The good news is that when an athlete sets their course in life, that is, their intentions and desires, their positive and negative feeling emotions, moods, and feelings are leading indicators to what the athlete’s circumstances,

5.0 Personal Power of Qi: “May the Force Be with You”

conditions, and events they are coming into harmony with. Good feeling emotions, moods, and feelings are bringing to conscious awareness a knowing, harmony, and the maintenance and continuation of good feeling circumstances, conditions, and events. Bad feeling emotions, moods, and feelings are bringing to conscious awareness a knowing, harmony, and the maintenance and continuation of bad feeling circumstances, conditions, and events.

The bad news is that most athletes are unaware of their cognitive-emotional states of being and the significance of these good and bad feeling states. The good news is that they can learn to be aware of, and how to use, their good and bad feeling emotional states.

5.5 Law of Entanglement: Change the Cards That Are Being Dealt.

The Law of Entanglement is understanding that current vibrational attributes of the mind and body affect present conditions by also reaching into the past and future and affect those conditions and circumstances that is not time now and space here. Thus, a person does not have to “play with the cards they are dealt”, a person can actually “change the cards they are being dealt”.

*Past, present, and future all exist now but in a different place. The future that exists now is not the future when it becomes the present here. The past that exists now is not the past that existed then when here. A force reaches through time and space and changes the past and the future to **match one’s cognitive-emotional being** in the present when time is now and where space is here. Or simply: reality matches an athlete’s cognitive-emotional state of being.*

Hopefully, the importance of emotions, moods, and feelings can now be understood. Emotions, as the perception of current physiological states of the brain and body precipitated by cognitions of the mind are bringing to conscious awareness what a person is attracting into their lives. The physiological states of the brain and body have a vibrational quality and resonance that reaches out and harmonizes with circumstances, conditions, and events beyond the present moment in time and space similar to a zither (a stringed instrument) in one room resonating with a zither struck in another room.

The historical, secular, and religious construct of emotions being aberrant and dangerous and therefore in need of control, regulation, and management is to sabotage emotions true place of honor within consciousness. Cognitions of the mind are causal to aberrant and dangerous realities. Cognitions of the mind are also causal to wanted and desirable realities. Emotions are only perceiving and giving light to what realities the behaviors of mind are supporting and attracting.

Bruce Lee never resolved the emotional dissonance brought on by the conflicts within his mind and thus was never able to move beyond the confines of a physical universe and become the master he so desired to be.

5.6 Lures of the Dark Side

Now a feels-good-is-good attitude is fine if a person is living in a world of one. But they are not. A person must do more than find thoughts, actions, and behaviors that feel good and resonate with physical health, success, and well-being. They must find thoughts, actions, and behaviors that feels good for themselves as a person living in a culture and society.

1) Emotions and Affective Realism

Driving in a fancy car and having expensive clothes to wear may feel *really good* but being thrown into jail for theft isn't going to do an athlete's sports career any good – if not just plain destroying it. Anger helps an athlete from going into a worse place of despair. And anger provides a short term burst of adrenalin that may bring about momentary success, but an athlete must be aware of the coming waves of greater aggravation if the anger is maintained. Anger is a negative emotion and as with all negative emotions, moods, and feelings, they are an indicator that an athlete's energy is reaching out through time and space and aligning undesirable circumstances, conditions, and events of a similar vibration.

Affective realism is the concept that the emotions that I feel when observing an event, person, or object are also believed to be an inherent and intrinsic truth or property of that event, person, or object. If it feels good, it is good. If it feels bad, it is bad. Marketeers have become masters at creating the illusion of “feels right” for their own selfish interest and gain

5.0 Personal Power of Qi: “May the Force Be with You”

even to the detriment of their customer. This deception of personal cognitive-emotional bio-feedback must be acknowledged, understood, and be part of cognitive-emotional bio-feedback training and development within our educational institutions.

2) Camouflage, Deception, Lies, and Trickery

Camouflage, deception, lies, trickery, entrapment, and many, many other cunning devices have evolved throughout the natural world and so to find these within humanity should be no surprise. Who has not been given a very believable sales pitch from an apparently honest and respectable person, only to be had? Sales and marketing have become a very powerful, sophisticated, and deceptive force of human nature for selling unreal realities.

The power of millions of years of evolution is within an athlete’s cognitive-emotional bio-feedback mechanism. Yet this power is a challenge to others who need the servitude of others for their own edification. This has become extremely apparent within the democracy of “free” speech within the United States where an alternate reality of “facts” may destroy a grand experiment in government. Government, culture, society, religion, education, psychology and parents are major influences in the determination of current reality truths; within their weaknesses they impart weakness; within their strength lay the possibility of a new and greater frontier for all.

Modern science and technology’s greatest gift to humanity is the capacity to respect the life of this planet because synthetics can replace the exploitation of natural life. This argument would be lost within the self-interest of the “me” people. But it is in the self-interest of everyone to understand that there is a minimal level of socioeconomic freedom, wealth, and prosperity needed in the world for the creation and development of the technological advancements that we all enjoy. Elevating the socioeconomic impoverished is in everyone’s self-interest. Flight was invented in a bicycle shop. A computer was invented in a garage. An operating system and empire were created by an educational dropout. Instead of a belief in survival of the fittest and let the rest starve, or to give away one’s hard-earned fish to feed a person for a day, “we” can teach a person how to fish where they can feed themselves and possibly create the future for us all.

3) Cognitive/Emotional Entanglement

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

Similar audience enthusiasm can be found at sporting events, musical concerts, and other entertainment performances around the world. This flow of energy uplifts the world. This massive infectious quality of emotions can be found within even the smallest of interactions. It only takes two.... two on a dance floor is beautiful, but two in a suicide pact is tragic. And the insanity of a mob is horrific.

Cognitive and emotional entanglement is the infectious quality of thoughts, concepts and ideas to spread across a population. Fan support of their home team is fun. Mob insanity for a lynching is incomprehensible....to most of the world. The United States Civil War of the 1860's where the South's enthusiastic unification into the Confederacy to defy the Unions' usurping their righteous belief in slavery; Nazi Germany's mass hysteria for Jewish extermination; and white America's extermination of the Native American population shows how insidious and infectious thoughts, ideas, and beliefs may become unquestioned and acceptable patterns of thought and behavior. Most recently was a mob attack on the Capitol of the United States to kill law makers because of lies propagated for power and control of the government. Again, the lack of cognitive-emotional bio-feedback training is horribly unappreciated.

Acceptance of the absurd and ridiculous may seem impossible but the brain, with its extraordinary neuroplastic adaptive abilities, (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015) makes the many socio-diverse populations possible. Inanities to one population are acceptable and unquestionable truths to another. Closed, untarnished and free from contamination by outside realities, segregated populations are free to evolve their own myths, constructs, and truths.

4) Reptilian vs. Mammalian Cognitive Processors

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

Reptilian ethics is a metaphor for an intuitive knowing with a lack of complex thought and rationale. It is reflexive and quick and where the fastest and strongest win with a “might is right” ethical attitude. This is perfectly understandable in sports competition. And in the hierarchal structure within business and industry, quick decision making promotes inventiveness, creativity and growth. The next better idea can quickly displace an older, less profitable/functional better idea. In war and combat, the reptilian brain will act where the mammalian brain is a sitting duck.

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

Again, with the lack of understanding, education, and training about their cognitive-emotional bio-feedback mechanism, people can be subjugated and manipulated to support action against their own self-interest. It took WWII with the cost of 70-85 million lives to bring Germany out of its hypnotic stupor (Wikipedia, *WW II casualties*). Ideally, our government officials work for the benefit of all, not just for the favored few.

Ideally, reptilian and mammalian brains work in concert within their varying environmental demands. The great problem in our time is the reptilian control of mammalian powers. Control and deceit have become more and more sophisticated. A political discourse of lies, misinformation and deceit can be impossible to sort out. And the more lies there are, the less comprehensible is this discourse, which leads to reptilian politics based on an emotional effect of conflict and fear which weakens all of society. A compassionate

inclusive, multi-agenda politics is based in a joyous and hopeful emotional climate, which strengthens and empowers all of society. For the good, the health, and the well-being of any society or culture, it is now time to start teaching, training and educating the population about their own cognitive-emotional bio-feedback mechanism.

5) Tyrannosaurs: The Tyrant Lizard’s World of Emotional Entertainment

Humans have evolved to be joyous beings. The evolutionary nature of cognitive-emotional bio-feedback mechanism is to sift through any mental turmoil to find, develop, and create the thoughts, beliefs, and behaviors that feel good. These good feeling behaviors are the indications of promoting a healthy and strong biochemical/physiological environment. But when the construct of a cognitive-emotional bio-feedback mechanism is vacated in life, leaving only a construct of “emotions for entertainment” reality becomes a theatrical set that must be manipulated.

Instead of the relative ease of guiding one’s own mind to find emotional stability, it becomes necessary to manipulate the play of life and all those who make their entrances and exits. Life becomes a task of gigantic proportions that demands power and tyranny to control and direct others. Life has now receded back to the land of the dinosaurs where a feels-good-is-good morality has a very limited understanding and “my might” makes “me right”.

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

For these tyrannosaurs, feeling good no longer comes from cerebral efforts of the mind to seek and choose good feeling thoughts and then to act from this good feeling

5.0 Personal Power of Qi: “May the Force Be with You”

awareness. To the tyrannosaurs, feeling good only comes from being emotionally entertained. This means they need to control their environment so where any observation of their playground feels good. And if it feels good, it is good. Might is right because might is needed to make their playground right. There is no longer a higher order of thought where any complex discussions and understandings may pave the way for a might for right code of justice.

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

Until the illusion of emotions is understood, personal power will always be manipulated by those who deem their own joy and success is dependent on disempowering and taking from others.

5.7 Background Reading:

- Castaneda, C., (1987). *The power of silence*. Washington Square Press.
- Foster, D.A. (Credited to George Lucas), (1976). *Star Wars: From the adventures of Luke Skywalker*. Ballantine (USA), Sphere Books (UK). Retrieved from:
https://en.wikipedia.org/wiki/Star_Wars:_From_the_Adventures_of_Luke_Skywalker
- Hicks, E. & Hicks, J., (2006). *The law of attraction: The basics of the teachings of Abraham*. Hay House, Inc.
- Jackson, A.O. (2021a). *Emotions-as-Effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press.
- Jackson, A.O. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*. Symbiotic Psychology Press.

Life is about a good feeling, cognitive-emotional allowing and flow of an energy called Qi.

6.0 The Perception of Qi: Emotions, Moods, and Feelings

An athlete is the product of millions of years of successful evolution. Billions upon billions of beings have succumbed to a stronger foe, leaving only the strongest alive today. Every athlete today stands at the top of that mountain. An athlete's heritage is one of power: strength, speed, agility, cunning, and success. An athlete has all that in them. The victorious, the successful, the prosperous, and the best and most favored athletes in any sport have all tapped into this reservoir. A child on the primary school playground or an athlete of any age can tap into the same power as do the greatest of all athletes. It is about understanding the feeling of emotions, moods, and feelings.

Most athletes and coaches do not understand the value and extreme importance of their cognitive-emotional being. If a basketball player misses a free-throw or a quarterback has an errant pass, or a golfer misses a putt because they haven't gotten their mind and emotions properly into the game, so what? But, if a freestyle skier in a half pipe or aerial, or an alpine skier in the downhill, or a diver off a three-meter board or platform misses a jump, or mountain climber makes a misjudgment, they can die. If a Formula One driver misses a beat.... Some sports, by their very nature, demand an athlete to respect their cognitive-emotional states of being. The time has come for all athletes to develop and honor this same respect.

World class athletes have worked for years, with thousands of hours of practice building their physical strength, stamina and dexterity to become great. They have spent thousands of hours training and developing the necessary skills for successful competition. What is missing from all that work is emotional understanding, awareness, and training. Emotions have evolved to bring to an athlete's attention and awareness of their state of physical being and ability to execute and function at their highest level in competition. An athlete needs to master and incorporate the power of their emotions within their day to day, moment to moment activities if they are going to harness the power of qi in competition.

6.0 The Perception of Qi: Emotions, Moods, and Feelings

The personal power of qi **can be developed** when mind, body, and emotions are consciously working in harmony as nature has intended. These systems are the result of billions and billions of conquests where only the strong, the powerful, the cunning, the clever and the wise have survived. The time has come for each athlete as an individual to tap into that wealth and power that lies quietly, silently... dormant... within all of us. But before that can successfully happen, an athlete must understand how their education, culture, and society has misled them in their understanding and use of emotions, moods, and feelings.

Emotions are not the problem. Ignoring emotions is the problem. Out of control, irregular, and mis-managed cognitive activities (thoughts, thinking, imagination, and rationale) are the problem.

6.1 Emotions, Moods, and Feelings: The Perception of Physiological States

The key to understanding the personal power and flow of qi is the harmony between mind, body, emotions and consciousness necessary for competition. To do that, an athlete must understand what emotions exactly are. ***Emotions are an athlete's conscious perception of their body's and brain's biochemical and physiological state of being precipitated by cognition.*** Cognition is the knowing and awareness activities of the mind such as thoughts, reason, inspiration, imagination and perception from the senses (sight, sound, touch, taste, and feeling) (APA, 2020; Prinz, 2004; Smith, 2016). Cognitive activities of the mind cause biological changes in the brain and body that are perceived as emotions, moods, and feelings (Jackson, 2021a). Cognition shapes an athlete's surrounding conditions, circumstances, and events through the flow and personal power of qi. Emotions, moods, and feelings indicate whether this flow is in harmony, or not, with the athlete's desires and intentions.

6.1.1 The Hot Stove Analogy

The physical pain of a hand on a hot stove brings about a very natural reflexive response. The pain is a signal to remove the hand from the hot stove. The body's natural reflexive response is vital to the maintenance, health, and working order of the hand. If the hand were to remain on the hot stove because the pain is ignored, tolerated, or even

6.0 The Perception of Qi: Emotions, Moods, and Feelings

camouflaged with medications, the hand will become damaged and eventually useless. The feeling of pain is significant to the health and survival of the body as are the emotionally negative feelings precipitated by continual negative thoughts and other cognitive activities. Emotionally negative feelings are a signal to get the mind off the “hot stove”.

Current psychological science says that dysfunctional emotions that are out of control and in disorder like in depression or mania, need regulating, control, and management (with the use of medications if necessary) because emotions are causal to these disorders, problems, and illnesses. But emotions are not the cause of the problem. Ignoring emotions is the cause of the problem. Out of control, irregular, and mis-managed cognitive activities like thoughts, thinking, imagination, and rationale are the cause of the problem. Emotions are an effect, a symptom of these illnesses. Emotions are bringing to consciousness an awareness that the athlete’s current emotionally negative cognitive activities, if allowed to continue, will have damaging consequences.

To ignore one’s own emotional state of being is to ignore one’s own physical health and well-being with possible disastrous consequences.

6.1.2 The Dashboard Analogy

Emotions are similar to the “check engine” light on the dash of a car. The light signifies problems within the mechanical “physiology” of the engine. The light is not the cause of the problem. The light is not aberrant or destructive but has “evolved” to bring to conscious awareness any potential problems within the engine. If these mechanical problems are left unresolved, they will lead to mechanical breakdown and failure – like what is observed in the biology of depression and anxiety that leads to suicide.

The “check engine” light on the dash of a car is not causal but an effect. The issue is within the engine, not the light. The light is the messenger informing the operator – if remedial action is not taken – of potential engine damage because of existing physical conditions. The light is not destructive and does not need control, management, or regulation.

The light provides an invaluable service for the health and well-being of the engine. To ignore the light or to take action upon the light – that is, to control, manage, or regulate the light itself – would be detrimental to the survival of the engine.

An athlete isn't "feeling It" unless the emotional feelings are there being felt.

6.2 What Is “Feeling It”?

Emotions, moods, and feelings all have the property of feeling good or feeling bad. The difference is that emotions have an associative cognitive (or thought) process and a typical associative physical behavior. Tiffany Watt Smith wrote *“The Book of Human Emotions: From ambigophobia to Umpty – 154 Words from Around the world for How We Feel”* (Smith, 2016). Each emotional word has a cognitive construct combining a specific feeling to a specific thought process. Some word/emotion combinations are unique to a country because their word has its own neurolinguistic cognitive construct activating its own unique physiological changes and associative emotional feeling.

Moods generally have some cognitive or thought process association like emotions, but moods are typically thought of as longer lasting and existing over a period of time, say few days, week, or even with depression, months and years. A belief, which is just an accepted set of thoughts, can continually activate a physiology with its associative mood and feelings for a lifetime. And as with emotions and feelings, moods have a “feels good” or “feels bad” quality. One note here. “Feeling better” doesn’t necessary mean there exists a “good feeling”. An athlete could feel better as in feeling “not as bad”. For instance, anger feels better than despair.

“Feelings” is used as a general non-descriptive aspect when there is not an exact or clear cognitive association (thought) with what a person is feeling. “I have “feelings” for someone,” usually means someone is liked. But “I have a “feeling” about them”, tends to have a negative connotation. In sports, “feeling It” means that an athlete is doing extremely well and having success in a competition. Exactly what, in terms of cognitive activity, is being felt may vary between athletes, but there is a definite sense that they “know” what they are doing is going to be successful.

6.0 The Perception of Qi: Emotions, Moods, and Feelings

6.3 The Evolved Biological Significance of Feeling Good (or Bad)

An athlete's emotions have an evolved relationship with their mind and body such that when (1) they are thinking strength, agility, and stamina and (2) their body actually is strong, agile, and resilient, (3) they emotionally feel good. Imagine what would happen if feeling good correlated with weakness. This would be similar to a drunk, confidently getting into their car to drive across town in rush hour traffic. Or what would happen if an athlete felt good within an exhibition of failure? Similarly, negative feeling emotions, moods, and feelings have an evolved correlation with weakness. If an athlete feels emotionally negative, or feels good while ignoring and harboring unresolved issues, their physiology is weakening and becoming out-of-balance and their performance will be erratic and unpredictable. Evolution has a tendency to remove this type of incongruent cognitive-emotional behavior from the gene pool (Jackson, 2021a.)

Different emotions are perceiving different biochemical conditions of the body such that as an athlete continues to feel good, their body's biology will maintain its harmonies of strength, power, cunning, and success. Any negative emotions, feelings, and attitudes are indications that the mind is sabotaging its own synergistic harmonies. Champions in any sport, and in life, may get angry and go negative... but only for a brief moment. Any continual negative emotions, moods, and feelings will be detrimental to their ability to perform in the long run

An athlete's emotions are indicators of their health and well-being. Emotions are telling them that the harmony of their body's biology is becoming strong or weak. Negative feeling emotions are the body's way of saying "you are creating conditions within your body that will cause, if it hasn't already, weakness, lethargy, clumsiness, ineptness and sickness." Positive feeling emotions are the body's way of saying "you are creating healthy, strong and vigorous conditions in your body." This correlation between mind, body, and emotions is such that must exist for homo-sapiens to have survived their evolutionary challenges (Jackson, 2021a). For an athlete's biological health, prosperity, and well-being, what feels-good-is-good and what feels bad is bad. (For an extended discussion of a feels-good, is-good morality see **Section 7.0: Cognitive-Emotional Bio-feedback – The Dark**, (Jackson, A.O.

(2021b). Cognitive-Emotional Wisdom, Education, and Training: A Primary and Secondary School Overview. Symbiotic Psychology Press.)

An errant throw, a bad pass, a missed shot are all indications that the mind is not working in harmony with the body. The body just doesn't follow what the mind is perceiving because of the conflicting biological states that are created by disharmonious cognitive-emotional activities. Even injuries can be the result of the physiology of the muscles and nerves not working in harmony. An athlete is especially prone to injury within the heat of a competition when they feel the negative pressure to "do more". This disharmony can be recognized by lack of good feeling cognitive-emotional bio-feedback.

Anybody can feel good. But to feel good within the understanding and awareness of the demands they are facing in competition of conflict is a cultivated skill.

6.4 Feel the Qi: A Focus of Desire and Intent

One of the most beautiful and amazing plays in sports is in baseball. A batter drives an erratic ground ball to the shortstop who miraculously catches the ball, jumps up, spins around, and delivers a fastball 30yards directly to first-base for the out. One of the ugliest plays is a soccer player, 15yards from the goal who kicks the ball 10yards high of the goal and gives a sigh of dismay. One player, at the instant of execution, has extreme focus, intent, and desire to make a perfect play. The other has ...what?

"Feeling It" means an athlete's physiology of muscles, nerves, and hormones are all in harmony with their flow of qi and their focus, desire, and intention to have a successful competition. Athletes can learn how to "feel It". **Section 5: "The Cognitive-Emotional Gymnasium: Unleashing the Evolutionary-Self of Strength, Cunning, and Success"** is all about training exercises to "feel It". But does an athlete have the motivation to do the work necessary to focus their desire and intention and create the emotional feelings needed for success? If a freestyle skier launched 10yards into the air doing an aerial double full-full-full (a difficult aerial trick in which the skier does three flips while twisting four times in total, twice on the first flip), doesn't "feel It" and lands incorrectly, they can be seriously injured, paralyzed for life, and even die.

6.0 The Perception of Qi: Emotions, Moods, and Feelings

Without desire or without an intention in life, anyone can be content, feel good, and be can be at peace, but at the price that there is no passion or direction to focus their life and flow of energy towards or into. Most people, especially those living in wealthy and prosperous environments never have a need to develop their focus of desire, intention, and feelings. Other cultures have even dismissed the desire and intention needed for a passionate and zealous life as causal to a life of suffering. What these cultures failed to recognize is that it is the focus of attention on that which is “not wanted and desired” that is cause of this suffering and not the desire itself.

Athletes have an advantage for developing a passionate life. Their zealous and avid passion for their sport should be nurtured and cultivated with the proper cognitive-emotional learning and training to successfully navigate, not only their sports career but their total life’s journey. That takes a focus of desire, intention, and emotionally feeling it.

Because emotions, moods, and feelings, are a perception of an athlete’s physiological state of being that are precipitated by cognitive activities that is, by thoughts and other behaviors of the mind, “feeling It” can be taught and re-created. “Feeling It” doesn’t need to somehow, randomly “just happen” during a competitive event. An athlete can use their imagination, thoughts, and creativity and develop their own unique tools and processes for getting their cognitive-emotional activities into the state of “feeling It”. Also, an athlete can develop their own understanding, standard, and benchmark of their emotional state they need to be in to re-create their best performance. An athlete getting “mentally into the game” is realized emotionally through emotional feedback. An athlete isn’t “feeling It” unless the emotional feelings are there being felt.

What is an athlete’s exercise, conditioning, and training activities in comparison to other world class athletes? Benchmarking to what the best athletes in the world are doing is common practice. But what of cognitive-emotional benchmarking? What are the best practices of world class athletes? Precisely what activities a world class athlete uses to get themselves into the game isn’t nearly as important as the cognitive-emotional state that is determining the conditions, circumstances, and events they are flowing their personal power of qi into. Each athlete is working from a different set of cognitive/emotional networks developed from their own individual life history. But an athlete should understand that

6.0 The Perception of Qi: Emotions, Moods, and Feelings

professionals who continually have peak performances have their own knowing and feelings of success, momentum, and the energy flow within “Feeling It”.

Neuro-plasticity allows the brain to rewire itself as consciousness demands from each athlete’s own multitude of unique life experiences. Each emotion has its own set of cognitive and associative physiological attributes. Therefore, ultimately each athlete has to monitor their own cognitive-emotional activities to find their own best practices they need to follow in order to get into the cognitive-emotional state that gives them their best performance in conflict and competition.

The real question is, after thousands of hours training their physical body to perform and excel in a competitive environment, how many thousands of hours have been spent understanding, practicing, and obtaining the right cognitive-emotional state that is also needed for success. How much time has been devoted to and how many skills have been developed for getting out of emotionally negative feeling states and into and maintaining emotionally positive feeling states where “Feeling It” represents a world cup winning performance? Remember, an athlete’s emotional state has a direct bearing on their physiological state of being and personal flow of qi. Any negative emotion is depressing the physiology needed for success and creating an energy flow into failure. An emotional positive state of being has an evolved correlation with a healthy and strong physiology (Jackson, 2021a) where the mind and body are working together in a synergistic harmony with the flow of qi needed for success.

How much time and effort has been spent learning how to pivot from a negative cognitive-emotional state and into a positive cognitive-emotional state of being and knowing needed for success in conflict and competition?

6.5 Cognitive-Emotional Indulgence: For Entertainment Purposes Only

Emotions are something more than for entertainment 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. While reading a book, watching a movie, going to a concert, or a sporting event or participating in any event in general, a person typically is

6.0 The Perception of Qi: Emotions, Moods, and Feelings

allowing their emotions to be swayed by the entertainment. This is all well and good as entertainment and for being entertained. But these habits of indulging cognitive-emotional free reign behavior can become a dangerous habit when the evolutionary nature of emotions are ignored, suppressed, camouflaged, or even altered with alcohol, caffeine, or any other drugs and medications.

As stated in the previous section, emotions, moods, and feelings are not to be controlled, managed, and regulated as modern psychology has prescribed. Emotions have an evolutionary function to guide cognitive behavior towards a healthy biology. If emotional behavior is artificially sabotaged, an athlete won't be aware of impeding cognitive behavior. Likewise, allowing emotions unrestricted free reign for entertainment or any other purposes should always be done with an understanding of possible undesirable consequences.

The excitement of competition should provide the fun, excitement, and inspiration to create the synergistic harmony of the mind, body, emotions, and consciousness for a successful competition. The loud noise and cheering of a homefield crowd can always provide a lift in spirits and hopefully a complete advantage. Although this extra push can be advantageous, it can also take an athlete out of their "feeling It" competitive mode that they spent so much effort in training to attain. And on a competitor's home field, how is all this excitement and noise for the opposition going to translate? Take advantage of any competitive edge available. But honor and respect all the learning, training, and exercises needed to create and maintain one's own world of "feeling It".

6.6 Confusing Physical Pain with Emotional Pain.

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

It is far better to be emotionally aware and to consciously take steps to maintain an honest emotional sense of well-being, confidence, and invincibility. One may just have an

6.0 The Perception of Qi: Emotions, Moods, and Feelings

emotional bruise that will heal easily. But just as physical trauma is serious business, emotional trauma from life's journey, and especially the emotional trauma from brutal injuries and accidents during practice, conflict, or competition, must be understood and be carefully nurtured and rehabilitated back to health. Emotional trauma from sport injuries can easily affect an athlete's performance long after their physical recovery. (Ref: **Section 6.9 "PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship"** (Jackson, A.O. (2021b). Cognitive-Emotional Wisdom, Education, and Training: A Primary and Secondary School Overview. Symbiotic Psychology Press.)

Negative feeling emotions are an athlete's body's signal that "you are screwing up." Mind and body are getting out of sync. The body just won't perform as the mind has conceived and now demands. Performance will suffer. Maybe an athlete's coordination will be off which affects their timing and therefore their muscles won't be doing exactly what is expected and **BLAM**, a pulled muscle, maybe an injury, a broken leg perhaps...

The ways and means of evolution tend to eliminate those who don't respond to their cognitive-emotional bio-feedback mechanisms. In sports, those who don't attend to their emotional signals may be left with their shot, their kick, their swing, their vault, their "whatever" looking like a rookie. The "air ball" in basketball is a great example. So is a missed field goal in football, a missed goal in soccer and a bad putt in golf.

What you saw was mis-perceived.

Therefore, your aim was mis-conceived.

Your muscles were deceived,

because your emotions were not believed.

6.7 Negative Emotions and Injury, Illness, and Disease

Negative emotions have an evolutionary significance. Positive, good feeling emotions have an evolved correlation with a healthy and harmonious biochemical physiology where the mind, body, emotions, and consciousness are working in symbiotic harmony. Negative, bad feeling emotions have an evolved correlation with an unhealthy and dis-harmonious biochemical physiology where the mind, body, emotions, and consciousness are *NOT*

6.0 The Perception of Qi: Emotions, Moods, and Feelings

working in a symbiotic harmony. If these harmonies did not evolve this way, homo-sapiens would not have survived the trials of evolution (Jackson, 2021a).

With the presence of emotional pain or emotional trauma, an athlete is more likely to get injured and they are more susceptible to illness and disease. Something – whether it's their muscles, nerves, sensory perceptual awareness, biochemical balances, or “whatever” – something is not working in harmony. When an athlete is in competition and pushing themselves to their limit.... when they are putting tremendous loads, pressures, and demands on their body.... when they need all of their parts working together in harmony.... what are ANY unresolved negative emotions going to do to disrupt their physiological balances? How bad are these unresolved negative emotions going to affect an athlete's physiological harmonies and make a them susceptible to accidents, illness and disease?

Emotions mean something. Negative emotions mean, “Something is *NOT* working together! Some physiological aspect within an athlete is NOT in harmony with their evolutionary heritage of strength, speed, agility, cunning, and success. Something – don't know what – is going to give! **BLAM! POW! SNAP!** ... out for the season!” Negative emotions are conveying a message that something isn't quite right. When will an athlete listen to and understand the significance of their “emotional speak”?

6.8 Anger: The Good, The Bad, and The Ugly (Vincenzoni & Leone, 1966)

Most athletes have experienced the aggravation of being dominated by the competition. Anger is a self-defense mechanism to stop the cognitive downward spiral of the mind into a greater chaos and self-destructive agony of mental despair, hopelessness, and physiological weakness. Anger gives an athlete a momentary adrenalin shot needed to regroup and, hopefully, comeback for a victory.

The goodness of anger is that it helps an athlete from going into a more emotionally negative spot of helplessness. Anger, as a negative emotion, is an indicator of physiological disharmony. The presents of negative emotion indicate that the athlete has cognitive work to do to restructure their thoughts and beliefs for a more effective and powerful physiology.

When anger becomes a habit to control and dominate the competition, this anger will seep into life outside the field of competition and into a method and need for controlling people in everyday circumstances, conditions, and events. Instead of using emotions as feedback and understanding of one's own cognitive activities and the internal physiology being created, emotions become about what other people are doing. Instead of negative emotions being about looking inward and changing one's own cognitive behavior, emotions are about what other people are doing and a need to control and manipulate others because "they" are the cause of "my" internal discomfort and weakness.

6.9 Being Mentally Prepared is Being Emotionally Aware and Wise

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

Or, have an athlete's thoughts turned them numb to where their brain and body are no longer working together? Has the spectacle of the game, tournament, or contest made the brain and body unresponsive and unable to compete – like a pinball machine gone *"TILT"*. Or, are an athlete's thoughts creating nervous energy to the point that they can't sit still, not because of excitement, but because of nervousness and fear? Somewhere in the mind is a thought on an emotionally negative what-if-game of failure.

An athlete's power comes from being and maintaining an emotional state of feeling good, of "feeling It". Negative emotions are also wonderful. They have their place. They are telling a person exactly what they *do not want*. But don't stay there dwelling on what is not wanted. Make a diamond out of the charcoal. Use that negative emotion to find thoughts and actions that feel good and go there! For an athlete to succeed, they must go to where their strength, power, and energy are. Where the mind is cunning and creative and can bring forth unseen opportunities in an instant.

Synergistic harmonies make an athlete better than they are.

6.0 The Perception of Qi: Emotions, Moods, and Feelings

Section 5: “The Cognitive-Emotional Gymnasium” outlines a list of tools and exercises to use and to get off the mentally negative lethargic and weak and onto the mentally positive strong and powerful. Emotions are like a perpetual coach. These are cognitive-emotional areas and exercises to get their mind, body, and emotions all working together as a synergistic whole. Synergy is where $1+1 = 3$ or 5 or even a lot more. The greatest athletes in the world are the greatest because they can get to a place where their mind, body, emotions and consciousness work as a synergistic whole, a place where the “feel It”. These athletes become the MVP because they became greater than themselves where the “unbelievable” is common place.

6.10 Why A Prevent Strategy Is a Losing Strategy and how to Make It a Winning Strategy

A prevent defense, a prevent offense, a prevent anything-fence usually means somebody is focusing their flow of energy into the conditions, circumstances, and events *they don't want to happen*. A prevent strategy means a person is trying to prevent something from happening and focusing their qi into what they don't want, and therefore it probably will happen. If an athlete, or anybody, dwells upon that which is not wanted, especially during a competition, they are flowing qi, energy, and power into the “not wanted”. It may not be a conscious activity, but evolution has set up a wonderful emotional bio-feedback mechanism where negative emotions will inform an athlete of their possible demise. Being emotionally aware and astute to their energy flow is a primary skill and ability that every athlete absolutely must develop.

If the coach demands a prevent anything-fence, each player should focus on *what they want to accomplish and make happen* rather than on what they don't want to happen. The same goes with any competition, each player must focus on what they want to happen (which feels good) rather than on what they don't want to happen (which feels bad). The cognitive activities of the mind continually shape and mold the conditions, circumstances, and events surrounding the athlete via the flow of their personal energy of qi. An athlete's emotions, moods, and feelings are indicators of the desirability of that reality.

6.0 *The Perception of Qi: Emotions, Moods, and Feelings*

Contrary to normal diminishing ones focus within “that which is not wanted”, the engineering mind and the gamer mind (as in chess) seem to develop positive emotions while identifying and holding a problem in stasis and simultaneously searching for and allowing solutions to “come to mind.” Bobby Knight (The General), head coach at the University of Indiana with three NCAA Basket Ball Championships and eleven Big Ten Conference Championships explains in his book, *The Power of Negative Thinking* (Knight, 2013) the importance of realizing what a coach or athlete does not want. He then uses that information to research, develop, and coach that which he does want to happen.

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

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

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

- Maybe your downfall will come from nagging thoughts of an old injury.
- Maybe competition brings forth garbage and conflicts and instead of being fun and exciting, competition is misery and pain.
- Maybe a recent argument with a girlfriend or a divorce will trip you up.
- Maybe you and your fans are still celebrating beating the undefeated, number one team in the nation in the semi-finals while your next opponent – in the finals – is busy preparing to beat you.
- Maybe your first game of the season is with a “cupcake” and while you are just “going through the motions” of practice, your “cupcake” is tapping into their strength, power, cunning, and the success of their evolutionary and synergistic selves

6.0 The Perception of Qi: Emotions, Moods, and Feelings

and becoming more than they are by working hard and by putting all their focus and energy into beating you!

What unresolved shadow is waiting to take an athlete off their game? What shadow is lingering in the dark? Resolve those hidden shadows by using them. There is power in negative thinking but only if you know how to use it. See these issues as the charcoal that brings forth diamonds. They tell an athlete what they don't want. Now each athlete must do the work to find and then focus on what they do want and make diamonds.

When a person is succeeding, they will feel the positive feeling emotions that strengthens the synergistic harmony between – and within – mind, body, emotions, and consciousness. But it takes the heat of a great battle to really get the thrill and excitement of that good feeling energy flowing through one's veins and into their success.

6.11 The Flow of Qi: The Competition of “Feeling *It*” and “Feeling *It MORE*”

Emotions are significant. Emotions should never be ignored. An athlete must understand that good feeling emotions, moods, and feelings have an evolved correlation with power, strength, stamina, speed, agility, cunning, intelligence, and wisdom. Emotions are also an indication of their personal flow and power of qi and the circumstances, conditions, and events an athlete's cognitive activities are harmonizing with. Success in competition demands that an athlete feel and maintain “*It*” and that they, we (the team), are going to be successful while simultaneously understanding that the ingredients for failure are also there.

Way too many times, a heavily favored team or athlete goes through the week fully confident of their coming success while at the same time the underdog is getting psyched up and developing their own personal power by flowing energy into their own reality of success. Then in competition, every little success by the underdog gives them reason to get excited and to flow more energy into their reality of success. While at the same time, these same successes are failures for the favored team. Whose reality is going to dominate at the end? (“Do you believe in miracles?”) It is all about feeling “*It*” and maintaining good feeling energy flow no matter what the outcome of each little event in the completion.

Then, if that putt or shot is not going in, or that throw or kick misses its mark, or whatever desired outcome did not manifest, if the athlete was honest within and really did “feel It” then the competition just “felt *IT* more”.

The personal power of a master blinds the competition to the reality of their success.

6.12 Becoming a Master: You are Your Own Opponent

The real game, match, meet, challenge is within one’s self. An athlete is their own real opponent. Is an athlete dwelling upon and flowing qi into what they want, or what you don’t want? Are they strengthening and unleashing their *evolutionary-self* or not? What conditions, circumstances, and events are their personal flow of qi harmonizing with? Their emotions will let them know. Conscious awareness of their emotion being is telling them if they are creating the synergistic harmonies between – and within – their mind and body needed for good health and success, or not *and* what conditions, circumstances, and events they will rendezvous with.

Daily, moment by moment, there exists a competition within every athlete between emotionally negative feeling thoughts and cognitive activity and emotionally positive feeling thoughts and cognitive activity. Each and every time an athlete succeeds in using an emotionally negative feeling thought to find and to move into its converse emotionally positive feeling thought, is a very important victory. Celebrate every emotional transformation. Transforming emotionally negative cognitive activity into their emotionally positive cognitive activities is an athlete’s most important victory and the key to unleashing their evolutionary powers of strength, speed, agility, cunning, and success. And more importantly, this skill will carry them to success throughout their whole life in whatever endeavor they may explore.

Now is the time to include emotional awareness and cognitive transformation training with physical training. Here, winning means an athlete is finding their heritage, their evolutionary-self of strength, power, cunning, and success that comes with pivoting off of negative emotional feeling cognitive activities and onto positive emotional feeling cognitive awarenesses and activities. This means that sports, competition, and life itself is supposed to

6.0 The Perception of Qi: Emotions, Moods, and Feelings

be FUN! If an athlete is not enjoying their sport and its activities then they are not tapping into their greater powers of strength, speed, agility, cunning, and success.

By getting off the emotional pain-train, an athlete will reconnect with their evolutionary-self and the synergy that lies within. The synergy between mind, body, emotions and consciousness will unleash a new and greater power, strength, stamina, agility, cunning, intelligence, and wisdom. This is every athlete's evolutionary heritage. This is their evolutionary-self. This is their personal power of qi.

6.13 Review

Through the personal power of qi, an athlete shapes and molds their surrounding conditions, circumstances and events in accordance with the activities of their cognitive mind. Emotions, moods, and feelings are an evolved bio-feedback mechanism conveying the harmony (feels good) or dis-harmony (feels bad) of these cognitive activities with their intended desires.

Emotions, moods, and feelings are the perception of physiological states and changes in the brain and body precipitated by the cognitive activities of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem solving (APA, 2020), where understanding and comprehension can project future circumstances, conditions, and events. That is, cognitive activities change the physiological states of the brain and body that are then perceived as emotions, moods, and feelings (EMF's). These feeling good emotions, moods, and feelings correlate with health, success, and well-being (Jackson, 2021a).

What this means is that good feeling emotions, moods, and feelings have evolved to correlate with a harmonious, strong, and healthy physiology of the body. Bad feeling emotions, moods, and feelings have an evolved correlation with a dis-harmonious, weak, and un-healthy physiology of the body. For thousands of years in the east, the emotions of desire have been cursed as the cause of suffering. But the cause of suffering is not desire, but focusing and dwelling upon that which in *not* wanted and *not* desired. The pain and

6.0 The Perception of Qi: Emotions, Moods, and Feelings

disappointment an athlete feel after a poor performance comes from thinking, dwelling, and focusing on that which went wrong. The power of negative thinking (Knight, 2013) is to use negative emotions to help identify that which is not wanted and then use that knowing to identify, pivot to, and then dwell upon the cognitive activities that, through their personal power of qi, shape and mold the conditions, circumstances, and events that are wanted, desired, and needed for success – which feels good.

6.14 Background Reading:

- APA. (2020). Cognition. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- APA. (2020). Neuroplasticity. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- Costandi, M. (2016) *Neuroplasticity*. The MIT Press
- Doidge, N. (2015). *Brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. Viking.
- Jackson, A.O. (2021a). *Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press.
- Jackson, A.O. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*. Symbiotic Psychology Press.
- Knight, B. (2013). *The power of negative thinking*. Houghton, Mifflin, Harcourt.
- Prinz, J.J. (2004). *Gut reactions: A perceptual theory of emotions*. Oxford University Press.
- Smith, T.W. (2016). *The book of human emotions: From ambigophobia to umpty – 154 words from around the world for how we feel*. Little, Brown and Company.
- Vincenzoni, L. & Leone, S. (1966), Produzioni Europee Associate (PEA) (The Good, the Bad, and the Ugly a film produced by Alberto Grimaldi) Director: Sergio Leone
Director, Writers: Luciano Vincenzoni, Sergio Leone.

Monitoring the cognitive-emotional state of being is essential for the success and effectiveness of every motion, movement, and action.

7.0 Cognitive-Emotional Gymnasiums: Unleashing the Evolutionary Self of Strength, Speed, Agility, Cunning, and Success

When I came to the point in my life that I understood “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. If an athlete has the belief and the desire to improve and empower their own life, they can. Understand that if emotions, moods, and feelings correlate with thoughts and actions and if these thoughts and actions don’t feel good, they’re not. If life doesn’t feel good, it isn’t. An unhappy journey will not have a happy ending (Hicks & Hicks, 2006). An athlete must become their own coach and learn how to develop their very own evolutionary powers of strength, agility, stamina, and cunning through an emotional awareness. To excel in competition, and in life itself, depends on tapping into an evolutionary past of emotional being.

Note: cognition/cognitive habits are an athlete’s aptitudes of awareness and knowing gained through their senses, and abilities to recognize, conceive, comprehend, judge, and problem solve through their abilities of imagination, inspiration, and reason (APA, Cognition). Emotions, moods, and feelings are the perception of a biochemical physiology precipitated by these cognitive activities (Jackson, 2021a).

7.1 The Synergy Between Mind, Body, Emotions, and Consciousness

The objective of cognitive-emotional education and training is for an athlete to learn the skills and abilities necessary for, and the rationale behind how, feeling emotionally better attains and maintains a mental and physical well-being of power, strength, stamina, agility, cunning, intelligence, and wisdom. This synergistic self of mind, body, emotion, and

7.0 Cognitive-Emotional Gymnasiums

conscious is available for anyone in whatever endeavors they may adventure into. “Feeling It” and “momentum” tap the reservoir of a much greater and more powerful synergistic self.

This section overviews some of the many activities an athlete may engage in, and with what mental-emotional attitude, to lay the foundation for “feeling It” and creating a momentum of success for not only competition, but for life’s journey and challenges. The rationale and theory behind these activities can be found in *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation* (Jackson, 2021a).

The role of the teacher or coach is to introduce learning and training activities that pave the way for the student and athlete to move up the cognitive-emotional path of success throughout their lives. How far along the path a person travel depends on his or her motivation to take another step, to take one more step, just to feel a little bit better and to achieve a little more. One step may take a moment, or a month. It may take two. But no matter the time, the cornerstone role of the teacher/coach is to help students and athletes take that next step with the promise that when they do, they will feel better and find greater success in what they are doing.

At first, feeling better may simply translate into feeling less pain. Eventually though, over time, with the development of new cognitive habits, associative emotional feelings, moods, and attitudes will transcend from negative to positive and from failure to success. Cognitive-emotional coaching is about developing the cognitive skills and habits necessary to harness the evolved cognitive-emotional bio-feedback mechanism for the purpose of attaining mental and physical well-being, achievement, and success. This is accomplished by gaining new perspectives of people, places, and events for effective decision making in competition (and in everyday life). Rather than being a segregated component of primary and secondary education, cognitive-emotional coaching should be an integral aspect of every class, sport, and extracurricular activity.

When taking action, act with skill, integrity, and compassion.

Coaching begins the first day of practice with the training of young students and athletes the mindfulness of:

7.0 Cognitive-Emotional Gymnasiums

- (1) associating thoughts and other cognitive activities with
 - a. body awareness and
 - b. good and bad feeling emotions, moods, and feelings.
- (2) learning and allowing space and time to not react to these cognitive-emotional awarenesses, that is, to be still.
- (3) allowing an athlete's creativity, cleverness, and power to come forth.
- (4) acting with skill, integrity, and compassion.

What skill? Act how? What is integrity? And compassion for whom? That is the purpose of learning cognitive-emotional theory and the personal power of Qi. At these beginning moments of understanding and comprehension of cognitive-emotional theory and the personal power of Qi, right action, skillful action, and compassionate action is not apparent, visible, discernable.

These beginning lessons must also incorporate an understanding of the difference between (1) utilizing an evolved cognitive-emotional bio-feedback mechanism for attaining and maintaining health, wealth, and well-being and (2) allowing and unrestrained cognitive-emotional experience for entertainment purposes. With these new perspectives, new opportunities, abilities, and power to act and function will be unveiled that were previously masked by old and emotionally negative cognitive habits. And most importantly, such revised cognition causes an athlete to actually feel better and to play at their best.

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

Negative emotions are very important, in fact, they are fundamental parts of the equation for an athlete's success. Negative emotions are the lower steps of the emotional staircase. Positive emotions are the higher steps. Negative emotions bring an awareness of that which is not wanted (bottom steps) and are used to identify that which is wanted (top

steps) (Knight, 2013). The problem and the solution are part of the same staircase. Engineers, coaches, and gamers for example, have problems to solve. But they don't fixate on what's wrong. They have the unique ability to use what is wrong and not wanted to generate solutions and courses of action that are wanted, desired, and feel good. Solutions become more apparent after silently exhaling and quieting the knowing of, and fixation upon, that which is wrong. "Be still and listen..."

Action must feel good to be effective, successful, and repetitive.

7.2 Motivation to Feel Better

"You cannot have a happy ending to an un-happy journey" (Hicks & Hicks, 2006). An athlete's power, strength, stamina, agility, cunning, intelligence, and wisdom has an evolved correlation, not to pain and suffering, but to joy and feeling good (Jackson, 2021a). Therefore, if an athlete wants to succeed in school or on the field of competition, they had better learn to utilize their evolved cognitive-emotional bio-feedback mechanism to guide their cognitive behavior, and resulting physical behavior, towards that which emotionally feels better. This is where their power is. An essential part of a coaching staff's duties and obligations is to ascertain their athletes cognitive-emotional states of being and associative performance capabilities.

When a coach asks the question, "how do you feel?", the answer depends on what the athlete is dwelling upon mentally. Such questions as "tell me, what is going on," "what is happening" or "what's up" coupled with follow up questions such as, "how do you feel about that" or "how does that make you feel" are appropriate to ascertain the current emotional-thought correlations and habits of their athletes. The reason for asking these questions is to help the athlete begin to understand and acknowledge the correlation between emotions and mental activities and how these correlations affect their performance. What an athlete is feeling is about (1) what their cognitive activities are and (2) what associations they have developed and nurtured between this cognition and the following physiological effects that their emotions are perceiving.

7.0 Cognitive-Emotional Gymnasiums

Answers to these questions will also help the coach find the desires within their athlete's cognitive-emotional jungle. These desires can be harnessed as motivation to alter an athlete's current, negatively charged patterns of thoughts and actions into patterns of thoughts and actions that feel better. The question "what do you want?" develops focus. An answer demands a "fearless sifting and winnowing" (Wikipedia, *Sifting and winnowing*) of thoughts, experiences and desires, and redirecting and maintaining one's focus on that which is wanted and desired and their associated positive feelings and emotions.

However an athlete defines success, or what their desire may be, this desire is an important motivation to do the work necessary to feel better. Because of evolution's role, there must be an underlying desire to feel good, to feel better if but for one's own physical health and well-being. Feeling good is also needed for activating the underlying neuroplastic changes in the brain necessary for success (Gorwood, et al., 2008).

To feel good, to feel better, to be well, is to have a life and work that one enjoys and requires an athlete to use his or her own cognitive-emotional bio-feedback mechanism to change those current habits of thought that are limiting their ability to achieve. Work and action are necessary to *not* be angry, sad, disappointed, depressed, and to lessen any emotional pain. Negative emotions, which signify a weakened physiology, do not just happen. They are caused by the athlete's cognitive action (which they can change). And any emotional pain, especially blocked, ignored, or camouflaged emotional pain, will hinder performance and could lead to injury in competition. It takes a conscious effort to change current emotionally negative cognitive activities and to move out of the depths of a negative world. "Do you want to be triumphant? Do you want to excel? Do you want health, prosperity, and well-being? Then, do you want to feel better?" If the answer is yes, then here is where one can start: "when your world is crashing in around you, do something for yourself every day, something constructive, that helps you feel a little better (or feel a little less bad) now, in this present moment."

A master/champion must perfect the physical movement, motion, and action within their sport along with their emotions, moods, and feelings within that perfect movement, motion, and action.

7.3 Cognitive-Emotional Gymnasiums

All these following cognitive-emotional exercises are methods for quieting one's focus and fixation within negative feeling cognitive-emotional activities and allowing less negative or even positive feeling cognitive-emotional activities to emerge into conscious awareness. This list of exercises is incomplete. As Aurobindo Ghose states in *The Synthesis of Yoga* "all life is yoga" (Ghose, 2015), even work itself qualifies as a means to reach a better state of cognitive-emotional self-awareness where emotions can guide cognitive behaviors.

Emotions act as a guide because emotions have evolved to give consciousness feedback, via emotional perceptions, of the body's biochemical/physiological state of being precipitated by cognition. These good and bad feeling emotions have an evolved correlation with a healthy or un-healthy biology (Jackson, 2021a). Therefore, every athlete can evaluate their own biological (un)healthiness of their cognitive activities.

"The Book of Human Emotions: From Ambigophobia to Umpty – 154 Words from Around the World for How We Feel" (Smith, 2016) is an education in itself for understanding the cognitive-emotional mind. Each word has a causal cognitive (thought) aspect and an associative emotional (feeling) effect aspect. If one were so inclined to dive into the intricacies and depths of the cognitive-emotional relationships, this would be a good place to start. But rather than understanding the particulars and complexities within emotions, it is far more important to develop an awareness of what is working and what is not working towards feeling better. The following cognitive-emotional exercises (or areas of exercise) are for building and strengthening the neural-networks of the mind necessary to excel in conflict and competition. (Note: this list is but an introduction to the vast array of opportunities for cognitive-emotional development.)

Any fixation anchors the mind in what is and prevents sailing towards what could be. But before weighing anchor, understand the currents, check the weather, and get a fix on a guiding star.

7.0 Cognitive-Emotional Gymnasiums

1) Segment Intending (Hicks & Hicks, 2006)

In sports, how many thousands of hours has a professional athlete devoted to the physical and mental game of their sport? How much time and energy have they devoted to their physical training, skill, and reflexive development to be successful in competition? Now, how much time and energy has been devoted towards developing, attaining, and maintaining for competition, the feeling good moments that are necessary for the synergistic harmony of the mind, body, emotions and consciousness to successfully actuate all this training, skill, and reflexive development? Success, however it is defined, starts with developing the necessary physical and mental skills of a sport *AND* learning how to actuate a cognitive-emotional bio-feedback mechanism that has evolved over millions of years to develop and to maintain an athlete's synergistic power of strength, stamina, agility, cunning, intelligence, and wisdom.

In sports, when a coach plans out a practice session, they map out “segments of intention”. That is, the coach plans out what they want to accomplish overall in today's practice and within each segment of the practice. Each segment of the practice will have a stated intention of the desired outcome they want to accomplish. Without knowing what is to be accomplished, the coach has no way of evaluating what the athletes are doing.

The same scenario applies to the individual athlete. Although the coach is defining each segment of a practice, the athlete has the active role in doing the mental and physical work towards accomplishing these objectives. They are flowing energy towards an outcome. The flow of energy is just that, flow. Like a ball, this flow of energy must move towards an objective, towards whatever an athlete is dwelling or focused upon. The question is, does this flow have the good feelings that signify a physiological harmony of success or does the flow have the bad feelings of a physiological dis-harmony of failure.

The purpose of segment intending is to 1) define the goal or objective *of the moment*, 2) focus “feeling good” energy towards that which is desired and wanted within that moment and then 3) act within this feeling good sphere of influence. “Feeling It” must become part of every moment and segment of a competition. This takes years of practice and fortunately, this practice can and should be part of every moment and segment throughout an athlete's day.

7.0 Cognitive-Emotional Gymnasiums

As an athlete is developing the physical and mental skills of their sport, they must also develop their abilities to attain the complimentary feeling good moment that signifies that their mind and body are consciously in a synergistic harmony towards actuating these physical and mental skills.

As was discussed previously, good feeling emotions, moods, and feelings have an evolved correlation with a healthy biochemical physiology. Feeling good indicates that the athlete's biochemical physiology of the mind and body is effectively working together in harmony. What the mind "sees" is in harmony with what the body "does". The question remains, can an athlete, in the heat of competition, bring together the good feelings necessary to perform at their peak when "everything" rests on the successful actuation of their physical and mental skills, reflexives, and abilities right now, at this very millisecond?

Each moment of every day is filled with a vast array of segments that offer an opportunity come to a feeling good place. Every moment of every day is an opportunity to develop the necessary *cognitive-emotional* skills and understandings necessary to compete among the best athletes in the world, no matter at what level they are currently at. A person's day is filled with activities and events. As a person puts energy into each activity or event, be it physical with the body or mental with the mind, they are flowing energy towards an outcome. The flow of energy is just that, flow. Like a ball, this flow of energy must move towards an objective, towards whatever an athlete is dwelling or focused upon. The purpose of segment intending is to focus "feeling good" energy towards an outcome which is desired and wanted within each segment of time activity.

As an athlete practices and intends a desired outcome within each moment-to-moment daily activity, their emotions, moods, and feelings are calibrated towards that outcome. These feeling good or feeling bad emotions, moods, and feelings will then, simply and effectively, convey a vast amount of intellectual cognitive understandings and knowing of this present instant of time. At the moment of truth in an athlete's career, in that moment when "everything" is at stake, do they "feel It" or is there the gut-wrenching emotion of failure? Or have they learned to block millions of years of evolution and they don't emotionally feel anything and have no idea of how in harmony, or not, the biochemical

7.0 Cognitive-Emotional Gymnasiums

physiology of their mind and body are? The next few seconds will tell the tale, for all to see, of the effort devoted to practicing and understanding the emotional good feelings of successful segment intending.

2) Mindfulness (Segal, et al., 2013)

Everyone is born with an innate emotional guidance towards that which is healthy. That is, we are all born with an emotional being fixated on a guiding star of health and well-being. As long as an athlete feels good, they are on course towards health and well-being. But life has a way of creating other wants and desires. Instead of defaming desire itself, athletes must sail on, harmonizing several guiding stars. One guiding star is for health and well-being, another for their competitive events, and another provides direction for their intentions in life. Life becomes a cognitive exercise of mental gymnastics to sustain health and well-being and to accomplish life's desires and goals. To emotionally ignore one star means a degradation of the body, to emotionally ignore the other star means a degradation of the soul.

Every moment of every day is a moment to become mindful of our emotional being. Emotions are not only an indication of one's own immediate health and well-being, emotions are indication of an individual's harmony reaching beyond time now and space here. Most athletes focus on only three aspects of being: their health, their physical development, and their next competition. And, if an athlete or warrior is going to exist outside the confines of conflict and competition, this must change. Every moment of every day can become an opportunity to exercise, stretch, and build one's cognitive-emotional strength and personal power of Qi.

Every moment of every day an athlete can be mindful of their cognitive-emotional state of being within each of their routine activities; getting up, fixing breakfast, activities at work or school, training, etc. Instead of mindlessly living throughout the day, each segment of an athlete's daily life is an opportunity to intend an outcome and align their emotional being to that outcome. Every day provides opportunities to create a synergistic harmony between mind, body, emotions, and consciousness. Every moment, motion, and action provides an opportunity to exercise their personal power of Qi. By being mindful of these

moment-to-moment successes in each intentional segment of life, competition is no longer an extraordinary event that demands extraordinary excellence and achievements. This is the way of a true master.

The tools, processes, and areas of study that follow present possible activities that a person can initiate to redirect any downhill slide into negativity upward into an emotionally positive cognitive knowing and awareness. These processes are incomplete and experts exist in all of these areas. This list is a start. A person needs to develop their own resources and expertise for reconfiguring and managing their own cognitive processes towards their intended outcome.

3) STOP! Don't Go There: The Conscious Power of Choice

Negative feeling emotions mean something. Negative feeling emotions should highlight a big red STOP sign that means stop! Don't go there, that is, where ever an athlete's cognitive activities are taking them, they are activating an unhealthy biology and weakening the physiology of the brain and body. A path may be genetic, a predisposition, or a learned association. However the path was built, an athlete's negative emotions mean that they need to re-process their cognitive activities (Gross, 2014; Jackson, 2021a) of knowing and awareness (APA, Cognition; LeDoux, 2019; Prinz, 2004) into an alternative knowing and awareness that activates the good feeling emotions of a healthy and vigorous biology.

Maybe a subject is so vast and unyielding that the only solution is just to, "don't go there." There is no solution, viewpoint or aspect that elicits positive emotions. Avoidance may not be "how I was brought up" or "politically correct" but it may be important for an athlete's health and well-being. "That is not your problem," may be the best advice a teacher or coach can give for developing an athlete's health.

4) Having Compassion for Self

Many athletes can manifest compassion for a person or animal that is having a difficult time, but they fail to feel compassion for themselves. "Give yourself the same compassion you give to others and stop using your own mind to beat yourself up. Do these

7.0 Cognitive-Emotional Gymnasiums

thoughts feel good? If not, let us work together and find ways to stop this self-inflicting torture.”

There is an important lesson here in valuing personal health and well-being and the role of the personal cognitive-emotional bio-feedback mechanism over the values imposed by society and others. For example, fixating on hunger, poverty, torture, abuse and all the injustices of the world, or on the COVID-19 epidemic can become overwhelming. If an athlete isn't able to engage a subject with the self-compassion needed to emotionally feel good about his or her own understanding and place within that world, then perhaps it is a subject best put aside for the present moment.

5) Meditation, Mindfulness and Contemplation

Meditations and mindfulness are healthful activities whose function is to remove consciousness from the mental chaos generated by daily life. Meditations and mindfulness refocus one's cognitive activities away from life's busy illusions to bring into focus a reality within one's breathing, or within the flame of a candle, or within whatever one has as their object of attention. Mindfulness is practice of focusing upon and carefully observing or being “mindful” of the goings-on both within and surrounding one's person. The key is not to latch onto or fixate upon the negative meanderings of the mind and to detach from, and allow any adverse thoughts, sounds, images, or other cognitions and emotions to pass through..... By slowly quieting the turbulent thought processes of the mind, meditation and mindfulness removes one's attention from what is and allows the quiet revelations of what can be.

More mentally active, guided meditations take place when someone leads the thought process. Yoga and tai-chi are even more active meditations that involve the body motion, movement, and action of the physical body and provide an excellent opportunity to associate the body action and position with good feeling emotions, moods, and feelings. Hiking, walking, running, biking, and rowing are activities that may also be utilized and have the meditative quality of quieting the turbulent mind and developing the good feelings within body motion, movement, and action.

Monitoring the emotional state is essential to the effectiveness of any activity. These methods of detachment, calming the mind, and “emptying it of thought” are a means to stop

7.0 Cognitive-Emotional Gymnasiums

and to refocus emotionally negative cognitive activity. An athlete will feel better because mental activity has been removed from any subjects of angst which then allows emotionally positive cognitive activities to reassert themselves. The real fruit of this labor comes when this new, more emotionally positive cognition is contemplated and allowed to grow and prosper after the meditation process is over. Meditation cultivates and prepares the fertile soil of a quiet mind and plants the seed that contemplation, along with emotional guidance, allows to grow and sprout into a wonderful new world.

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

6) Appreciating and Reframing

To appreciate an event, place, subject, or person means to find something of “value” within them to focus on which stimulates positive emotional responses. To appreciate a situation means to find something of value within the situation to focus on. Appreciation means to make the effort to dwell on some aspect of a person, place, or event that brings about good emotional feelings. Appreciating nature is a wonderful method for extricating oneself from the harsh “realities” of a negative world and into another, a more favorable “reality” of the beauty and marvel that also exists in our world.

Reframing involves just that, put a new frame around the picture. “This rain means we can’t go for our walk, but we *can* catch up on our reading.” The subject matter doesn’t change. It hasn’t stopped raining, but the rain’s positive attribute towards life’s circumstance is brought forward and the emotional state improves. Or as the saying goes, make lemonade out of lemons. Instead of looking at the overwhelming task presented by the thought that “the whole world is a mess”, reframe the massive task of fixing the world into a practical task of cleaning one room or one corner, or even to start with, a drawer within my part of the world.

7.0 Cognitive-Emotional Gymnasiums

One type of reframing is to step back from the emotionally negative subject of a discussion and to take a more general view. A rose is a very beautiful flower but if one only sees the thorns it is an entirely different plant.

A related challenge is found within these common phrases: *it is good, it is bad, it makes me happy or it makes me sad*. All these common phrasings place the responsibility of one's own emotional state upon that which is outside the "self" or "I" or "me" without realizing that there is a conscious power of choice to dwell upon that which is wanted or that which is not wanted. No matter how an athlete has learned to issue responsibility of one's own emotional state to external factors, healing involves owning one's power in creating "my own" emotional state of being by "my choosing" exactly what to consciously dwell upon.

Remember, the primary goal in these exercises is to bring about emotionally positive cognitive activity which correlates with your power, strength, stamina, agility, cunning, intelligence, and wisdom. If finding an emotionally positive aspect is currently unattainable, it is best to gaze elsewhere...

7) Focusing on That Which Is Wanted

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

Athletes can't focus on what they don't want and simultaneously have positive emotions. They may use positive words, but if the emotion behind their words is still negative, nothing changes. When words and phrases are positive but the emotional state behind such words remains negative, mental activity is still negative and unhealthy. Which emotional feelings connected to what mental activities are the guiding factor. Focus and awareness need to be continuously upon one's own changing emotional states and upon emotions more general, long-term states, mood and attitude. This is an important aspect of emotional mindfulness (Segal, et al., 2013). When positive words reflect positive emotions and negative words reflect negative emotions, communication become honest and in harmony. A conversation revolving around an emotionally positive subject now leads towards health, success, well-being. The challenge is to continue to modify the subtext of the conversation towards a healthier direction and to elicit more positive emotions.

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

8) Acts of Kindness

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

9) Distractions

Sometimes reframing may be too difficult. Then, instead of continuing to fixate on a subject of angst that is just too unyielding to remold into a better feeling accord, it may be

7.0 Cognitive-Emotional Gymnasiums

time to step away from the subject and to mentally go somewhere else. The object here is to radically change focus and to completely distract the mind and its current emotionally negative and unproductive activities onto something that provokes emotionally positive feelings. Go to a movie. Read a book. Enjoy a bike ride or a walk in the park. If the emotions improve then the distraction is working. The subject of angst can then be re-approached later with a clearer head.

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

Going to a bar for a few drinks with friends can be a very effective means of distraction. But, much too often this distraction, just like drugs and medications, may be seen as the final solution, and the subject of angst is never re-approached and resolved and the athlete's cognitive-emotional bio-feedback mechanism has been corrupted and can no longer appropriately manage cognitive behavior for an athlete's health, wealth, and well-being.

10) Hobbies and After School Extra Curricular Activities

Hobbies and after school club activities such as drama, chess, car, soccer, swimming, fishing, karate, yoga, dance, cheerleading, or whatever, all should be undertaken with the idea of exercising one's mind, body, emotions, and consciousness' synergistic relationships with emphasis on segment intending and utilizing and developing the cognitive-emotional bio-feedback mechanism.

This is training for a healthy lifestyle after graduation. Isn't one of education's objectives to develop the skills, habits, and abilities needed for a success in life? Exercising and developing the cognitive-emotional bio-feedback mechanism could arguably be the most important function of education because successful utilization of all other academic abilities is dependent upon maintaining a healthy and synergistic mind, body, emotion, and consciousness relationship.

11) Creative Writing and Writing Memoirs

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

(Note: Traumatic events can be more demanding and need special attention.

Reference **Section 6.9: “PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship.”** (Jackson, A.O. (2021b). Cognitive-Emotional Wisdom,

Education, and Training: A Primary and Secondary School Overview. Symbiotic Psychology Press.)

12) Music and the Arts

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

7.0 Cognitive-Emotional Gymnasiums

13) Cross Training: Performance Enhancing Activities

Within the K-12 educational curriculum, all organized sports provide the benefits of physical health and well-being. In addition, other organized sports provide great opportunities to promote lifelong habits towards mental health, well-being, proper human development, and effective decision making through segment intending and emotional guidance. For most athletes, performing well is their top priority and focus. An enhanced physiology for peak performance is a function of feeling good and its evolved correlation with an athlete's synergistic self of power, strength, stamina, agility, cunning, intelligence, and wisdom (Jackson, 2021a). Dedication to pivoting off of emotional negative cognitive activities and onto feeling good cognitive activities in any sport activity means developing the habits towards, and a strict adherence to, a protocol of utilizing the evolved cognitive-emotional bio-feedback mechanism.

Although excitement may bring forth good feelings, over excitement is indicative of a new biochemical physiology that has yet to be integrated into the harmonious synergy of mind, body, emotions, and consciousness needed for competition. Negative attitudes and nervousness hinder an athlete's synergistic performance potential. Negative emotions indicate an altered neural circuitry and a diminished biochemical/physiological balance from that found within the natural performance-enhancing attitudes of confidence and invincibility. Record-setting performances come from a physiology found within emotionally positive states of being.

An athlete's whole life will benefit from the cognitive skills and training developed to utilize the cognitive-emotional bio-feedback mechanism for performance enhancement during athletic competition.

14) Religion, Mantras, and Prayer

To Walk within God is to Walk within your own Joys, Loves, and Passions.

There are many aspects of the world's religions that pertain to easing the mind of its burdens. There are the Sufi dances of peace; there are the Hindu practices of yoga – which

7.0 Cognitive-Emotional Gymnasiums

means union with God; and there are the Buddhist meditations for enlightenment to reach Nirvana and the cessation of suffering; and the songs of Jewish cantors or Christian chants have a similar effect. Religious practices can be explored with athletes who are so inclined. Personal emotional awareness and wisdom are important because within religion are also ideas and beliefs that, rather than bringing about an experience of salvation and peace, simply invite “hell on earth.” Christianity is not about rounds of rebirth and suffering, but to live this life, not in pain, but forgiven and in the love, peace, and joy that he brings: “on Earth as it is in Heaven”.

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

- 1) “When I let go of what I am, I become what I might be.” Lao Tzu
(brainyquote.com)
- 2) “May God console you among the other mourners of Zion and Jerusalem
Ha'makom yena'hem etkhem betokh she'ar avelei Tziyonvi'Yerushalayim.”
(myjewishlearning.com)
- 3) “Sadness is the heart telling you to find Allah. Depression is not listening to your heart. Comfort is remembering Allah is always there.” Yahya Adel Ibrahim (islamicquotesdb.com)
- 4) “The LORD is my shepherd; I shall not want...” Psalm 23 (King James Bible)
- 5) “Wherever you go, go with all your heart.” Confucius (goodreads.com)
- 6) “Happiness radiates like the fragrance from a flower and draws all good things towards you.” Maharishi Mahesh Yogi (brainyquotes.com)
- 7) “There is no path to happiness: happiness is the path.” Gautama Buddha (quoteideas.com)

7.0 Cognitive-Emotional Gymnasiums

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

15) Touchstones,

Any object, event, or odor can also be a reminder of an emotionally positive moment. Pictures, for example, are very common keepsakes. Smells, songs and music have a special way of quickly activating thoughts and mental activities and their related emotional responses. Understanding what personal touchstones can draw out emotionally positive thoughts is but another aspect of emotional rehabilitation.

The opportunity to stop old habits of thought and to develop new habits of thought presents itself many times throughout the day. Objects, events and odors can also quickly bring back memories of abuse and trauma. Daily negative flashbacks are a burden. But each flashback is an opportunity to soften its reality and put some distance between today and past traumas. (Ref: **Section 6.9 “PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship.”** (Jackson, A.O. (2021b). *Cognitive-Emotional Wisdom, Education, and Training: A Primary and Secondary School Overview*. Symbiotic Psychology Press.) A person doesn’t have to explore one’s inner self for negative experiences to dig out like a weed. When the weed appears, then you can work on it and dig it out. But until then, let these seeds lie dormant.

16) Psychological Therapy

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

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

“What do you want?” is a question that brings about an emotionally negative response if the person is dwelling within the cognitive constructs of the not wanted or lack of that which is actually desired. Our evolutionary reflexes are to move consciousness from the not wanted into cognitive activities of that which is wanted. The therapist's role is to aid in their person's understanding of this process and to train and develop the cognitive-emotional skills necessary to pivot cognitive activity from that which is not wanted to cognitive activity of that which is wanted.... from feeling bad to feeling good. Emotions are the guiding light regarding the success or lack of success in this change of focus within cognitive mind. Neuroplasticity of the brain means that everybody has the capacity to realize a new and more beneficial reality because the brain can rewire itself and create new circuits of understanding and alternative healthy behavior (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015).

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

The goal and practice of *psychological rehabilitation* is to utilize the brain's power of neuroplasticity and to develop within a person the mental agility and reflexes to constructively respond to his or her cognitive-emotional bio-feedback mechanism. At first, these steps may simply go from painful emotions to less painful emotions, but eventually,

7.0 Cognitive-Emotional Gymnasiums

with the development of new habits and skills of mental agility, the steps will be from feeling emotionally good to feeling emotionally even better. The presence of these skills is the presence of mental health and well-being and the ability to lead a normal life.

17) Pharmaceutical Therapy

Medications can be very effective in “normalizing” external behavior from an observer’s perspective, but what are these chemicals doing to the cognitive-biochemical/physiological-emotional neural feedback circuit? What are they doing to consciousness’ ability to control and change cognitive activities in response to cognitive-emotional bio-feedback? How can emotions guide cognitive behavior when emotional or physiological neural networks are being targeted with artificially introduced chemical agents?

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

Any pharmaceuticals designed to impact the cognitive-emotional bio-feedback mechanism also impact the emotions’ correlations with (1) the mind’s cognitive activities and (2) the body’s biochemical/physiological activities and (3) consciousness awareness of these biochemical/physiological conditions. Biochemical agents must harmonize with emotional neurological construction and augment the brain’s neuroplastic capacity for developing new constructive habits (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015). The purpose of pharmaceutical therapy should be to assist consciousness’ power and ability to manipulate cognition and thus to help consciousness to respond to the cognitive-emotional bio-feedback mechanism in a healthy and constructive manner. That is not the intent of current pharmaceutical therapy.

7.4 Cognitive-Emotional Wisdom

Emotions have value. They are important. But to have value and to be important emotions must be used as they have evolved. The presence of negative emotions did not

7.0 Cognitive-Emotional Gymnasiums

evolve to add fuel to the fire and escalate emotionally negative circumstances, conditions, and events down an emotional negative spiral into more negativity. Like a runaway train down a mountain, there is not going to be a good outcome. The question is, can an athlete become the observer-self? Can an athlete separate him or herself from the pathos of the moment....and STOP...stop the cognitive activities that are fueling the fire? (Dubic, *The Brain*), (Goleman & Davidson, 2017) Can the teacher help an athlete become empowered to stop, and act upon a negatively charged situation in a more emotionally positive direction? The quicker an athlete realizes that he or she is on a run-away train, spiraling out of control, the easier it becomes to stop the downward and emotionally negative train of thoughts and actions.

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

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

7.0 Cognitive-Emotional Gymnasiums

An athlete may have to focus only on a very narrow and constrained view of the world in order to access and use his or her cognitive-emotional bio-feedback. An athlete's world view may be limited to a sport, hobby, club or a backyard or to the shadows on the bottom of a pool of water. But as healing occurs, broadening the understanding of how to use the cognitive-emotional bio-feedback mechanism in an increasingly vast and complicated world becomes possible and necessary. Developing the cognitive-emotional ability to function in society is one measure of health. A greater measure of health and sanity is to actually enjoy the opportunities life and society offer. Tens of thousands of years of human evolution have developed within our species the capacity to use our emotions to guide our cognitive behaviors towards a life of health, prosperity, and well-being.

7.5 Background Reading

- APA. (2020). Cognition. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- APA. (2020). Neuroplasticity. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- Bandler, R. & Grinder, J., (1975) *The structure of magic*, Palo Alto, CA: Science and Behavior Books, Inc.
- Bandler, R. & Grinder, J., (1976) *The structure of magic II*. Palo Alto, CA: Science and Behavior Books, Inc.
- Costandi, M. (2016) *Neuroplasticity*. The MIT Press
- Gorwood, P., Corruble, E., Faliissard, B. & Goodwin, G.M. (2008) *Toxic Effects of Depression on Brain Function: Impairment of Delayed Recall and the Cumulative Length of Depressive Disorder in a Large Sample of Depressed Outpatients*. American Journal Psychiatry, 165:731-739
- Davidson R.J., & Begley, S. (2012). *The emotional life of your brain*. New York, NY: Hudson Street Press.
- Doidge, N. (2015). *Brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. Viking.
- Dubuc, B. *The Brain*. Retrieved from http://thebrain.mcgill.ca/flash/a/a_03/a_03_p/a_03_p_que/a_03_p_que.html

7.0 Cognitive-Emotional Gymnasiums

- Ghose, A, (2015). *The Synthesis of Yoga*. Pondicherry, India: Sri Aurobindo Ashram Publications Department
- Goleman, D. & Davidson, R. (2017) *Altered traits*. New York, NY: Penguin Random House LLC
- Hicks, J & Hicks, E (2006). *The Law of Attraction*. Carlsbad, CA: Hay House, Inc.
- Jackson, A.O. (2021a). *Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press.
- Jackson, A.O. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*. Symbiotic Psychology Press.
- Knight, B. (2013) *The power of negative thinking*. New York, NY: Houghton Mifflin Harcourt
- Sifting and Winnowing*. Retrieved from https://en.wikipedia.org/wiki/Sifting_and_winnowing
- Segal, Z., Williams M., Teasdale, J. (2013). *Mindfulness-based cognitive therapy for depression*. The Guilford Press
- Smith, T.W., (2016) *The book of human emotions: From ambigophobia to umpty*. New York, NY: Little, Brown and Company

There is no mental game, there is no mental focus, there is no confidence, there is no success, unless the emotions, moods, and feelings collaborate and acknowledge it.

8.0 The Wisdom of a Champion: Let Joy Reign

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

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

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

An athlete cannot play their best having an emotionally negative state of mind. The presence of negative emotions means that a well-balanced and vital body is *not* physiologically present. A biochemical/physiological disharmony, felt through emotional dissonance, manifests directly from cognitive dissonance. Eye hand coordination will be off. Touch will be off. Execution will suffer. Mistakes are inevitable. Emotional negativity leads

8.0 *The Wisdom of a Champion: Let Joy Reign*

to injuries when the body is stressed and pushed to its limits during competition because the mind and body are biologically not working together as a unified whole.

The mental game of being in the zone, creating momentum, being connected and having confidence is about *emotions*, about *good feeling emotions*. The mind, body, and emotions must work together as a synergistic whole – as the proverbial team – to bring forth an athlete’s best performance. This mind-body-emotional game is about cognitively bringing forth an emotional belief of success, which also brings forth by evolutionary necessity, the correlative physiological and biological foundation for success.

How much time in the off season has been spent in the gym to get the body physically ready for a long season of competition? How much time has been spent training one’s cognitive abilities to enter and sustain the emotional feeling of confidence and knowing of success and its correlative physiological and biological harmony? An athlete can easily name ten key conditioning and skill exercises they use to develop the body. How many athletes can name ten cognitive-emotional exercises they use to enter and to sustain the synergistic harmony of mind, body, and emotions necessary for success.

In 2020, The Ohio State University lost to Clemson University in the football championship playoffs by a score of 23-29. The personal power and energy that flowed through-out the year into a different outcome was readily apparent in the 2021 rematch with a decisive Ohio State 42-21 victory. Yet, equally apparent was the lack of understanding, awareness, and energy flow throughout the year into a following next game (a miserable failure to perform and loss) and a life thereafter.

Every moment throughout every day is an opportunity to train and to practice moving into a better and better feeling place of success. Every negative emotion is an opportunity to create a more powerful, emotionally positive mental attitude. Winning starts when each negative emotion is used as motivation to find a thought that feels better. Each of these successes helps develop the mental gymnastics required to respond to an evolved cognitive-emotional bio-feedback mechanism with intent and purpose. The cognitive-emotional bio-feedback mechanism is giving constant feedback on whether their head is getting into their

8.0 The Wisdom of a Champion: Let Joy Reign

game of success or into their game of failure. The question is, “does an athlete have the discipline to listen and the skills and training necessary to make the cognitive adjustments needed when the competition demands them?”

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

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

Constantly recreate the cognitive-emotional state of being that means success. The smallest of actions, a moment of brilliance, any second where “I feel It,” are all mind-body-emotional states of previous successes. It is a time when that felt good! **Section 5.3: “The Cognitive-Emotional Gymnasium”** contains a list of exercises to recreate these mind-body-emotional states as fortification from any barrage of doubts, fears, uncertainties, and questions presented by an upcoming event. Recreate these mind-body-emotional states as a defense from the lure and illusion of a victory that doesn’t yet exist. Recreate these mind-body-emotional states as a reaction to any doubt and fear that squelches any inner harmony, peace, and enjoyment of competition. Recreate these mind-body-emotional states as an offense to the opponent’s barrage of jabs, hits and punches to assert their dominance. Cognitive-emotional training starts in the off-season at home and continues each day and through each practice and right into the locker room and onto the court and throughout the

8.0 *The Wisdom of a Champion: Let Joy Reign*

game. Half-time is but an opportunity to reaffirm the joyous mind-body-emotional synergy of success. Too many half-time talks by the coaching staff disconnect rather than reinforce each athlete's and the team's connection to strength, agility, coordination and power.

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

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

The basketball game between the Universities of Maryland and favored Wisconsin was a hard-fought battle that was won by the enthusiasm of the substitutes on the bench that blinded Wisconsin to any reality of their success. “Enthusiasm is a skill,” spoke the announcer. The Maryland bench squad felt It, maintained It, and showered It on their team. Their enthusiasm was an Olympian performance rarely seen that won the game.

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

8.0 The Wisdom of a Champion: Let Joy Reign

the feeling, the closer mental activities are to getting lost in your *opponent's game*. The question is, how much time and energy has been devoted throughout an athlete's career to understanding and appreciating the cognitive-emotional game necessary for success?

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

The question is no longer about how to play the cards that are dealt, but what cards does a person want to be dealt to play with?

9.0 Conclusion

The human spirit is intertwined within a massive collection of neural networks and circuits, a physical body, and a cognitive-emotional bio-feedback mechanism. Evolution and a personal power of Qi, along with the laws of attraction and entanglement, have guided all these interconnecting relationships into a highly functioning being who learns and grows and strives for a joyous collaboration with life and being. Because an athlete is also a vibrational being their cognitive environment transcends the here and now and reaches into the far distance past and future. 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 a cognitive-emotional bio-feedback mechanism that has evolved to guide their cognitive universe.

Success begins with an appreciation and understanding of the remarkable cognitive-emotional bio-feedback circuitry found within each and every athlete. Emotions, moods, and feelings provides real-time feedback on an athlete's cognitive behavior, the worlds they are resonating with, and the harmony (or not) of their physical motion, movement, and action. The question is no longer about how to play the cards one is dealt, but what cards does a person want to be dealt to play with?

Those striving for perfection within the arenas of sports competition may need the help from coaching that honors and promotes the cognitive-emotional bio-feedback mechanism as an evolved biological sensory system of the human spirit. A coach can help free the mind from bondages of past psychological and physical injuries and traumas that hinder performance and limit expectations and help reestablish the power of consciousness to respond to its own cognitive-emotional bio-feedback in ever new, healthful and creative ways.

9.0 Conclusion

If an athlete wishes to pause and give reason for their failures and successes, they need to look no farther than their own cognitive activities that intertwine time and space and emotionally understand and feel the realities they are coming into harmony with. The only question is, what harmonies does an athlete want and desire to resonate with. Their emotions, moods, and feelings will let them know.

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

Part 3: Cognitive-Emotional Wisdom

10.0: Empowering a Society and Culture of Emotional Being:
Beliefs, Understandings and Paradigms127

Ignorance is to speak of desire itself as the cause of suffering rather than understanding that it is the continual cognitive awareness upon the lack of that which is desired that is the cause of suffering.

10.0 Empowering a Society and Culture of Emotional Being: Beliefs, Understandings and Paradigms

I imagine when Siddhartha Gautama, popularly known as the Buddha, declared that desire was the cause of suffering, he understood how his current culture of castes and karmic rebirth provided no opportunity for social mobility and how this social environment fostered a need for kindness, compassion and a mindful awareness and non-attachment to any emotional drives and ambitions. But Siddhartha was not entirely correct in his pronouncement. It is not desire that is the cause of suffering but the focus upon the lack of that which is desired that is the cause of suffering. Our emotions have evolved such that when dwelling upon that which is wanted and desired, we feel pleasure.

We now live in a world where an individual need not be limited by their social status at birth nor are they a helpless consciousness tossed about by the stormy seas and waves of emotional awareness. Instead of developing a philosophy of beliefs and understandings that limit emotional desire, drive, and behavior, we can now harness the power of emotions to create and empower our lives with the wisdom and intention necessary to harmonize with, and flow an energy into a life of health, well-being, and self-defined prosperity.

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

10.1 Cognitive-Emotional Wisdom

The success of our teachers in life – whether they are our parents, teachers, coaches, and other students in school, religious leaders, bosses at work, or the powerful academia, political, and business leaders who set the stage for our lives – is in their ability to empower

10.0 Empowering a Society and Culture of Emotional Being

us with the skills and abilities to think and to feel good, and to help us move our thought and debate up into the mammalian brain. Here, a “what feels-good-is-good” mentality can evolve into broader and greater awareness of both short and long-term consequences, and decision-making and action can mature into greater complexity and imagination. With such education and personal development, what feels-good-is-good can have a compassionate foundation for existence.

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

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

Development of cognitive-emotional wisdom also helps an athlete to develop the desire, courage, and tenacity to do the work necessary to move up the emotional staircase and to continually reach for thoughts that feel better. Poetry, music, dance, the arts, and sports can all be important motivators because successful participation within these disciplines demand action from higher levels of cognitive awareness and a more refined response to emotional perceptions. Every step higher in the level of accomplishment demands an even greater commitment to a cognitive discipline and the cognitive-emotional bio-feedback mechanism. Every step higher is a movement into greater happiness, joy and passion. Think about it. Physical and cognitive strength, power, agility, cunning, wisdom, intelligence, and every key attribute for an athlete’s success, require the athlete, as a consequence of evolution, to be joyous and passionate within their endeavors (Jackson, 2021a).

As athletes mature into adulthood, they should continually be developing new and more intricate methods of utilizing their cognitive-emotional bio-feedback to create new and

10.0 Empowering a Society and Culture of Emotional Being

more complex harmonies within their minds and bodies and with their external world. The complexities of the mammalian brain need to be utilized to adapt a prehistorically evolved cognitive-emotional bio-feedback mechanism to the demands, complexity, and nuances of our modern society. Having cognitive-emotional wisdom also means having a broad enough perspective on “what feels-good-is-good” to understand that “what feels good” in the immediate present may have a completely different emotional response in the very near future. Jumping off a cliff may feel great, but the landing leaves much to be desired

The mind and body exist within a multitude of cognitive conditions and activities, all creating a different symphony of emotional feedback and harmonies (Smith, 2015). It is these harmonies and disharmonies that athletes must bring together as they conduct the symphony of their lives’ creations. The primary goal and objective for society and its members should be to nurture and guide an individual into their own being as a creator of their life rather than being a victim of life. People need to learn how emotions have evolved to aide in human development and decision making. Much too often, societal and individual actions create schisms between athletes and their own personal cognitive-emotional bio-feedback mechanism, sometimes innocently, sometimes with benevolent intent, but sometimes with malicious intent to manipulate athletes for ulterior purposes, such as exploitation or control.

10.2 The Evolved Emotional Bio-feedback Mechanism

Within the psychology of a cognitive-emotional bio-feedback mechanism, the naturally evolved response to negative emotions is for an athlete’s consciousness to use the energy from the correlative negative cognitive/emotional state to pivot their mind’s activities onto activities that bring positive emotions (Jackson, 2021a). If emotions are skewing negative, it is the body’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 athletes 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 in the case of mania) 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 cognitive/emotional dynamics are absent, usurped, driven, or even manipulated out of an athlete's repertoire of life's survival skills. The resulting loss of choice to get on or off the cognitive/emotional rollercoaster can leave an athlete broken and in need of professional help.

10.3 Development of Cognitive-Emotional Wisdom

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

Bruce Lee never resolved the emotional dissonance brought on by the conflicts within his mind and thus was never able to move beyond the confines of a physical universe and become the master he so desired to be.

10.0 Empowering a Society and Culture of Emotional Being

In a healthy, cognitive/emotional dynamic symbiotic system, emotionally negative activities of the mind must be a source of inspiration and creativity and inspiration for new, emotionally positive, and transformative cognitive activities that are the necessary precursors to healthy physical action. Emotional wisdom brings forth emotionally positive cognitive and physical activities that bring health, vitality, and nurture a constructive, cooperative, and successful personal environment. Emotional ignorance, on the other hand, brings forth emotionally negative cognitive activities that run amok as they externally create destructive physical actions and internally create unhealthy physiological environments susceptible to disease, illness, and injury.

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

The phrase "don't be so emotional" and the concept of "emotional disorder" do not treat emotions as a perception of mental activities via changes and states of biochemical physiology. This use of language obscures the notion that the display of a person being "emotional" is the direct result of his or her current cognitive activities and it is these cognitive activities that need to be addressed (Jackson, 2021a).

Cognitive-emotional wisdom is born when emotionally depressed persons begin to understand and accept the relationship between their depression and the nature of their thoughts. The fall into depression is not their fault but healing demands taking new responsibilities. For depressed persons to continue dwelling upon the people and events

responsible for their current condition is to create barriers to understanding and accepting their new responsibilities for their own thoughts and actions. Cognitive-emotional wisdom means to begin taking new responsibilities for one's own behavior and to change and develop new habits of thought and perspectives. A neuroplastic brain that has the capacity to rewire and reconfigure itself makes all this possible. (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015).

10.4 Defining Mental Health and Well-being

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

Within the context of cognitive-emotional bio-feedback, a person is mentally healthy when they can naturally (i.e., without alcohol, drugs or medications), respond to their own cognitive-emotional bio-feedback and move up or down the emotional spiral staircase by choice (Hicks & Hicks, 2006). A mentally healthy person has the aptitude, skills and capacity to return to the pleasures and harmonies of life from event to event throughout life. Having mental and physical health is being capable to do the work that is necessary to move within the emotional spiral staircase: from a mental/physical/emotional negative state into a mental/physical/emotional positive state of existence.

Well-being and the success of any professional therapy, mental or physical, is not defined by the absence of illness but by the presence of health, vigor, and joy and the necessary

10.0 Empowering a Society and Culture of Emotional Being

cognitive skills, abilities, and motivation to nurture these conditions with one's own cognitive-emotional bio-feedback.

Once a person learns to maintain their own physical and mental well-being by acting from a positive emotional state, then a new learning process begins: one which delves into the ethics of these actions and thus develops a comprehension of right action. We live in an environment where sales and marketing have become very sophisticated and cunning in the manufacturing of feeling good states of being. In this environment of “*caveat emptor*” (let the buyer beware) and “free speech”, not understanding the pitfalls of a feels-good-is-good evolved physiology can be very costly to the athlete and in the long run to the health and well-being of the family, community, and society (reference: “**Cognitive-Emotional Bio-feedback – The Dark Side**.” Jackson, A.O. (2021b).

Additionally, society needs to rethink the meaning of “criminal justice” and reform punishment for crime into a justice system that actually promotes healthy cognitive rehabilitation and healthy neuroplastic development and a return to well-being (see **Section 10.10: Criminal Justice Reform**). Well-being entails health, vigor, energy and vitality with a joyous anticipation for the future and all its uncertainty along with the skills, abilities and awareness to manifest these attributes.

10.5 Depression: Mental Illness or Mental Injury

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

From the perspective of emotions-as-effect theory, the biology of a biochemical/physiological “abnormality” associated with emotional pain (such as depression) is analogous to the biochemical/physiological “abnormality” associated with the hand’s

physical pain on a hot stove. The more the emotional pain is (1) ignored, (2) suppressed or usurped, (3) biochemically blocked or sedated, (4) blocked by neurological damage, or (5) unacknowledged for any other reason such that the athlete's thoughts and the activities of his or her mind remain on the 'hot stove,' the more the associated biochemical/physiological signature and neurological processes will differ from that of a 'normal' healthy person (Raison, Jain & Maletic, 2011). The issue, cognitive dysregulation, is the lack of responsiveness to the emotional pain which calls out to get the mind off a potentially damaging mental stream of consciousness. But is this biochemical/physiological abnormality an illness or an injury?

The illness in mental illness arises when healthy responses to the emotional system are absent and the athlete does not have the mental/emotional capacity, agility, or wisdom to respond to their cognitive-emotional bio-feedback in a natural and healthy manner to get their mind off of the hot stove. But is this lack of emotional responsiveness an illness or an injury?

1) Cure an Illness; Rehabilitate an Injury

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

Where well-being and a natural emotional responsiveness exist, no medical attention is needed. But if the mind 'burns' a little, maybe some simple medication accompanied by supportive psychotherapy would promote healing and a return to a naturally functioning

10.0 Empowering a Society and Culture of Emotional Being

neural network of the healthy mind, body, and emotion correlative relationships that can be utilized by consciousness.

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

The world of pain, loss, and defeat that your mind understood and made real yesterday, will no longer exist tomorrow, if you change your cognitive-emotional habits today.

2) Responding to Emotional Bio-feedback

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

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

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

3) Rehab

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

10.6 Psychological Therapy: Cognitive-Emotional Rehabilitation

There is a need to develop an understanding of cognitive-emotional bio-feedback and cognitive regulation in the discipline of psychological and pharmaceutical therapy. Emotional regulation is a misconception and a false construct of actual bio-physiological events (Jackson, 2021a). To pharmaceutically regulate emotions is to obscure cognitive

10.0 Empowering a Society and Culture of Emotional Being

behavior from the very consciousness that needs to comprehend its own behavior. Emotions are a perception of biochemical/physiological conditions within the body precipitated by cognitive behavior. It is cognitive behavior that must be emotionally accessed by the athlete. A psychologist can aide this understanding and can teach the athlete how to use emotions-as-effect theory to regulate cognitive behavior. Any emotionally 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 athletes 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, smelling, and tasting – as well as the physical activities a person may engage in. All cognitive activities associated with these activities also give rise to associated emotional responses to be heralded and empowered into well-being through encouragement by the psychologist.

There is a need for a psychotherapy that fortifies an athlete's desire to stay on the road toward a natural state of health and well-being: a discipline where an athlete's own cognitive-emotional bio-feedback mechanism is acknowledged, validated and reinforced. This implies empowering a person with the ability to reach for and chose cognitive activities that feel better, so they actually do feel better in the present, rather than reaching for some goal to be realized in the future. These cognitive activities may simply change emotional experiences from painful to less painful, but eventually they will result in a change from feeling good to feeling even better. The successful caregiver will develop an athlete's cognitive ability to find cognitive activities that feel better now, in the present, in this therapeutic session. The goal is for a person to feel even better by becoming mentally and physically well through leading a life responsive to their own cognitive-emotional bio-feedback mechanism. "Wellness" ultimately means to have a life without therapy and

without medications. A person may never reach a state of mental health that is without therapy or medications, but just demonstrating with them that they have the ability and the power to feel better now creates hope. Hope can make all the difference between staying with or leaving a program. It can make the difference between staying with or leaving life itself.

Within cognitive behavior therapy (CBT) (Beck, 2011), mindfulness (Farb, et al., 2014), mindfulness-based cognitive therapy for depression (Segal, et al, 2013), eye movement desensitization and reprocessing (EMDR) (Shapiro, 2018), forgiveness therapy (Enright, & Fitzgibbons, 2015), positive psychology (Lopez & Snyder, 2009), emotional intelligence (EI) (Salovey, et al., 2004), and interpersonal psychotherapy (Stulberg, et al., 2018) are the bases of emotions-as-effect theory (Jackson, 2021a). These therapies change cognitive behavior to achieve a desired emotional and behavioral outcome. Emotions do change. Behavior does change (Kolk, 2015; Barlow, 2014). However, they all understand emotions as potentially aberrant and destructive with the need for emotional regulation, management, and control because of emotional disorders. Emotions-as-effect theory and its cognitive-emotional process flow chart provide a different answer (Jackson, 2021a). If these therapies would recognize and acknowledge their foundation within an evolved cognitive-emotional bio-feedback mechanism, the efficacy of these therapies would greatly improve.

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

10.7 Psychiatric Therapy: Pharmaceuticals for Healing

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

If there is a need for psychiatric treatment, then the use of drugs and medications should be such as to help and aide consciousness to regain its own power and responsiveness to its own cognitive-emotional bio-feedback mechanism. These medications should also help consciousness break away from a narrow and myopic world view which can spiral cognition out of control. There is a need for pharmaceuticals that can help create a biochemical/physiological environment where the personal powers of an athlete's consciousness can start making attempts to be more responsive to their cognitive-emotional bio-feedback mechanism. These new agents must also augment the brain's neuroplastic capacity.

These new types of pharmaceuticals would aid athletes in their capacities to use their own cognitive skills, abilities, and reflexes to co-function with their cognitive-emotional bio-feedback mechanisms. As an athlete's new skills are developed and new neural circuits are cultivated, the need for and the types of pharmaceutical assistance change. There always should be the goal to eventually remove pharmaceutical assistance entirely. But, like the hand on the hot stove, the neurocircuitry within the brain can be "damaged" so extensively that no amount of training and development will ever succeed because entire functions of the brain may have been irreversibly programmed into destructive patterns. In such cases, there is the possibility that the mind/body/emotion chasm may be permanent, resulting in a need for permanent pharmaceutical intervention and, in some cases, hospitalization. Nevertheless, new pharmaceutical research is required to address a new paradigm in which cognition drives the biochemical physiology that emotions perceive.

There is a danger of medications masking destructive cognitive behaviors that normally are exposed through erratic, abnormal, and convoluted *emotional feedback*. If these

emotional reflections of aberrant mental and physical behaviors are ignored or camouflaged with pharmaceuticals and if irregular *cognitive behavior* is left unaddressed without proper psychological counseling and therapy, cognition may fester unabated and create a myopic vortex of circular mental and physical behaviors. This psychosis can break out with disastrous consequences to the person and to others, who may become characters in a manically conceived tragedy played out in real life.

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

10.8 Cognitive-Emotional Wisdom in Education

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

10.0 Empowering a Society and Culture of Emotional Being

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

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

Performing arts such as dance, theater, and music especially ask each participant to connect with and to discover their emotional awareness. These disciplines require an exploration into emotions (Smith, 2015). Instead of a society promoting a culture of emotional ignorance, these activities promote a culture of emotional understanding and appreciation. This emotional awareness is a vital factor in comprehending the alliances between cognition, emotion, and physiology for human development and successful decision making throughout life.

Basic lessons in the understanding of and the application of one's own emotional mechanism are vital. This means that our youth need education about how to develop joy in their lives. Emotional wisdom is about taking healthful actions in joy rather than taking destructive actions in anger. The capacity to perform the mental gymnastics necessary to pivot from destructive to healthy mental and physical actions should be developed within

early childhood education to take full advantage of the brain's neuroplastic behavior to reinforce these habits.

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

We, as a society have failed to develop the necessary education and training of a unique and wonderful cognitive-emotional bio-feedback mechanism. Many home environments don't provide even the basic cognitive-emotional bio-feedback understanding and training which creates a huge challenge to our educational institutions. The consequences of such an ineffective emotional understanding within our cultures, society, and educational institutions can be readily seen in our prisons, our hospitals and the perpetuation of dependency on our welfare institutions. Violence and a failure to succeed in life are the result of an athlete's lack of understanding and appreciation of how their cognitive-emotional bio-feedback mechanism has evolved for human development and for effective and successful decision making.

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

10.9 Military Personnel Decommissioning

The power of the brain's neuroplastic capacity to adapt to the demands of a new environment by changing and developing new neural networks is also demonstrated by the successful migration from civilian to military life. Unfortunately, this neural network change,

10.0 Empowering a Society and Culture of Emotional Being

which is developed to succeed in military life, is not later reconfigured for civilian life. There must be a structured decommissioning period for military combatants that accounts for the neural network changes that allowed for success within a militarily structured environment designed for war.

This wartime neural network must be reconfigured for a successful civilian life. Military life starts with a very well-developed boot camp that prepares a civilian for the rigors and demands as a combatant. Where is the basic re-training that deprograms and alters the neural networks that formed while in active military service and that are now detrimental to civilian life? Where commissioning personnel into military service has a long and rich tradition to produce successful combatants, surely it makes sense that the decommissioning of military personnel with the new knowledge of the brain's neuroplastic adaptive behaviors must be explored.

Successful decommissioning of our military personnel can be measured when we no longer hear of homeless veterans or veterans who have given up hope and committed suicide. Military personnel are offered the most advanced and best training in the world to succeed in the most brutal of environments. They should also be trained to become the most advanced, best trained and most capable to succeed within the harsh realities of civilian life.

10.10 PTSD/Trauma and Addiction Corrupting the Cognitive-Emotional Relationship

The recollection of trauma memories is a reenactment of events which differs from the malleable story telling nature memories of normal events. With trauma, almost any awareness can trigger a cascade of very real events within the cognitive mind that reenacts critical and specific parts of the original horror. The key to healing is to bring this traumatic reenactment out of the dark depths and hidden awareness into the story telling nature of memories where new cognitive activities of understanding can modify the horrors into a palatable memory. Traumatic events stamp and imprint a neurological loop within the brain that corrupts the natural cognitive-emotional relationship and continuously affects the body and decision making throughout life unless interceding therapeutic work disrupts the process. (Kolk, B. 2015)

10.0 Empowering a Society and Culture of Emotional Being

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

The correlative relationship between mind, body, emotions, and consciousness has evolved to promote athlete health and well-being. Trauma may be defined as an experience – or series of experiences – so severe as to short circuit the normal harmonious and healthy flow of electro-biochemical activity within and between neural network areas within the brain and body that disrupts an athlete's evolved reaction to seek and maintain cognitive activities that feel good. Human beings have evolved to be healthy and joyous. Culturally this may be far from the norm and be an indication of a broken culture and society rather than an indication of natural human character. A cultural lack of awareness and understanding of the natural cognitive-emotional relationship to produce joy may promote dubious and insidious behavior that only continues the chain of pain, suffering, and trauma upon the next generation.

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

Adaptive behavior modifications, street drugs, and even properly prescribed medications used to cope with trauma are addictive for two reasons. One is that they buffer consciousness from the pain of the traumatic event and, two, especially with drugs, withdrawal symptoms can be so painful and severe as to prevent any cessation of use. If adaptive behaviors to cope with trauma are innocuous, any traumatic injury may never be

10.0 Empowering a Society and Culture of Emotional Being

acknowledged nor the need for any remedial action be recognized. Only when adaptive behaviors become disruptive – or even destructive and criminal – to self or others, does the need for cognitive-emotional rehabilitative therapy become a serious consideration.

The nature of what constitutes a traumatic event or addictive behavior is highly individualistic. Common to post traumatic and addictive behavior is a lack of a natural responsiveness to an evolved cognitive-emotional bio-feedback mechanism designed to guide cognitive behavior towards athlete health and well-being. Any lack of joy and well-being within a supposedly healthy and constructive lifestyle is an indication for the need of cognitive-emotional education and/or rehabilitation intervention.

Society has a moral obligation to provide the necessary education and training within its schools, hospitals, and prisons to establish individual awareness and responsiveness to healthy cognitive-emotional behavior. **Section 7.3 “The Cognitive-Emotional Gymnasium”** provides a descriptive list of possible rehabilitative activities. Dr. Bessel van der Kolk, M.D. has written a wonderful book on trauma, *The Body Keeps Score: Brain, Mind, and Body in the Healing of Trauma* (2014), New York, NY, Penguin Books. Part Five, Paths to Recovery provides a series of healing avenues that should be explored by anyone suffering from trauma as well as by anyone who may have an interest in societal and individual well-being.

Research studies are revealing new realizations and understandings of a neuroplastic brain designed to rewire itself (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015). The neuroplastic brain makes it possible to establish new, healthy, and constructive awareness and behavior associations. Everyone has within them an amazing capacity to change, adapt, and to thrive within a wide variety of conditions and environments. The concept of the neuroplastic brain has awakened new and exciting possibilities for individuals and cultures now being destroyed by traumatic and addictive behaviors. When should the education and training to heal generation to generation traumatic behavior begin? When should the chain of pain onto others stop? How about now!

10.11 Criminal Justice Reform:

If law is ignorant of what drives human behavior and decision making, how can there be but laws of ignorance and injustice (and disorder, conflict, and crisis). Justice founded upon falsehood is itself false and unjust.

The mental skills and agility that most people have developed since birth to navigate successfully through the societal nuances and intricacies of what feels-good-is-good and what feels bad is bad is largely absent in the millions of incarcerated people. Here, as a result of reinforcement of negative thought patterns with a misunderstanding of emotions as a bio-feedback mechanism, cognitive activity has never moved up the emotional staircase into the pleasures of successful and compassionate decision making and living.

Any successful and sustained rehabilitation is dependent on understanding the brain's neuroplastic nature by our teachers, our parents, our schools, our religious figures, and by our politicians who are blindly, or maybe purposely, setting up rules and laws with punishments that only further degrade human intellectual and emotional wisdom and well-being. Our criminal laws and justice are not designed to rehabilitate but to punish and tend to reinforce the neuroplastic development of a dysfunctional mind. The brain can be rewired from an emotionally negative decision processing that accentuates destructive behavior to an emotionally positive decision processing that accentuates rewarding, useful and constructive behavior, and results (Begley, 2013).

Why does society respond to unwanted behavior via punishment? Why is "spare the rod and spoil the child" such an ingrained euphemism within our culture? Why is punishment for "crimes against society" considered to be just and humane behavior? Our current criminal justice system tends to only further desecrate our humanity and continue the cycle of self-destruction. Why is the justice? Why is this humane? Why is this constitutional?

It is time to stop the individual, cultural, and societal downward spiral into hell. Discussion and debate must move our concepts, systemic practices, and institutions out of our reptilian brain and into our more compassionate mammalian brain where reality not only seems different, it is different. Different neural networks can assemble a different world of compassionate and constitutional justice (Benko, 2015).

10.0 Empowering a Society and Culture of Emotional Being

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

Where is the society and culture that promotes cognitive-emotional wisdom education and training within our schools and prisons? Every person has a cognitive-emotional bio-feedback mechanism; its understanding and training must be part of our evolving moral culture.

We have a justice system entrenched in punishment to bring justice. This is not justice. Our system should be about justice, to be sure. But where is the justice if there is no understanding, education, and training to employ a very ancient cognitive-emotional bio-feedback mechanism? Where is our government that was designed to protect our unalienable rights? How can our government perform its Constitutional mandate to promote the general welfare if it is not promoting life, liberty and the pursuit of happiness? To achieve this aim, we must promote the necessary understanding, purpose, and importance of an individual's cognitive-emotional bio-feedback mechanism – a biological mechanism necessary for life, liberty and the pursuit of happiness.

Decision making and action from a negative emotional base has its evolutionary foundation within the reality of actual and immediate physical danger. To act from fear and anger within an emotional storm is to act without the benefit of the mental clarity and purpose found within an emotional calm. Reptilian life-and-death cognitive reflexes are for the natural and artificial battlefields that have little to do with most behavior requirements within our modern societies.

An athlete's power of decision making comes not from the emotional negative places of fear, anger, and despair, but from the emotional clarity found within peace, joy and hope. There can be no criminal justice without also providing the cognitive/emotional rehabilitation needed to succeed in society. This means teaching a prisoner the cognitive/emotional wisdom in the pursuit of happiness. It is a crime of society to believe that punishment without a rehabilitative program is justice for criminal behavior. The rule of punishment reinforces and

propagates an emotionally negative and destructive way of living. Is that to be society's intent for our current criminal justice system? The lack of ethical decision-making skills within the cognitive/emotional abilities of incarcerated adolescents does not mean these people should not be provided with the education, understanding, and training to practice and develop their own evolved cognitive-emotional bio-feedback mechanism for their future life of freedom.

Who can predict the motivation, drive and desire of a person to return to the life of freedom and the life of well-being, joy, vitality, and enthusiasm for another day's adventures even after years or even decades of imprisonment? Within a climate of doubt and disbelief of reform possibilities there may still exist within many individuals a flame of hope and the necessary drive to work and develop his or her cognitive-emotional wisdom and return to the freedoms and harmonies of joyous well-being.

There is a moral and a Constitutional mandate for society to give those imprisoned a chance to return to a natural and healthy life of freedom. There is a Constitutional and societal duty to explore, develop and learn about the mind-body-emotion-consciousness connection. Likewise, there is a Constitutional and societal responsibility to understand cognitive-emotional wisdom and the brain's neuroplastic ability to change and to develop new neural networks that can redefine new perspectives, new alternatives, and new possibilities for successful living by our incarcerated brothers and sisters.

Where is our government that was created to protect our inalienable rights of life, liberty and the pursuit of happiness? Where are the protectors of our Constitution for the welfare of all of humanity? (See Appendix B: "Criminal Justice: A Constitutional Challenge.")

10.12 Reframing Antisocial Personality Disorder: Two Species of Humanity

Because of the brain's neuroplastic nature to develop alternate networks, more advanced mental constructs of wanting and desire can develop as a person grows and experiences new and different live challenges. The combination of internal physiological behaviors and external physical exertion for survival also means a more complex development between cognition, the biological body, emotions, and consciousness. For

10.0 Empowering a Society and Culture of Emotional Being

example: movement to gather food or even to hunt on the African savannahs during humanity's beginnings meant survival. Thus, a correlation between physical activity and pleasure along with the imaginary success and satisfaction of the hunt and gathering would be evolutionarily advantageous.

Although the joy of the hunt and the pleasure of gathering may produce the food needed for survival, hunting and gathering during the heat of the day risks heat exhaustion, dehydration, and death. Rather than being a mere pawn of pleasure and pain, the individual must make decisions whether to continue to hunt in such adverse conditions with the survival of self and family as one possible outcome or the death of the hunter and those dependent on the hunter's survival as another. Or, maybe the hunter's lone survival becomes evolutionarily advantageous because the self-interest to live today, irregardless of current family consequences, will provide for another family in the future. Within this scenario, two lines of humanity could evolve: those who care about others and those who don't.

Therefore "antisocial personality disorder" would not be an actual disorder, rather, it would be a natural part of an individual's evolution. Any successful interaction with these individuals – whether individually or as a society – must recognize and respond to their lack of capacity for compassion, understanding, and kindness except when it pertains to their own well-being and a self-interest of "me" (vs. a self-interest of "we").

10.13 Systemic Racism's 3000-year Journey in Emotional Linguistics

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

Homer's 3000-year-old emotional linguistics in the "*Iliad*" laid the foundation for erroneous emotional comprehension, understanding, and beliefs in education, literature, philosophy, law, and religion and in the psychology of cognitive/emotional development, behavior, creativity, and decision-making that has led to a 3000-year history of systemic

racism. Emotions-as-effect theory reevaluates the linguistics of emotions as used daily in today's cultures and societies around the world (Jackson, 2021a).

Literature's deep ties to white supremacy began 3000 years ago when the very first stories from an oral tradition were written with the emotional semantics and syntax that seized control of millions of years of evolutionary emotional development for the health, prosperity, and well-being of the individual...of all individuals. A single thread has run through the literary tapestry since Homer's "*Iliad*" (Homer, 800-700/2009): the illusion of the driving force of emotions compelling a person to act with mercy, vengeance, love, hate, joy, anger, jealousy, pride, compassion and with a hundred other complex combinations in between (Smith, 2015).

This single thread of emotions driving behavior (Gross, 2014; Greenberger & Padesky, 2016) has become the (erroneous) science of today to understand, rationalize, and justify an athlete's emotional rollercoaster ride. This believed mythology compels the supremacist to dominate and control their surrounding events, places, and the lives of others because the supremacist, no matter what their race, religion, or creed, has an engrained belief that how they feel is only dependent on their observation of surrounding events, places, and actions of others. Therefore, to feel good, a supremacist, this dinosaur of evolution, must have the power to dominate and control its environment so that what it sees and believes conforms to its cognitive reality and beliefs. The evolved function of emotional bio-feedback to mold one's own cognitive behavior, development, and decision making for health, prosperity, and well-being has been short-circuited.

Not only does this single, illusionary thread and belief of emotional driven behavior compel the supremacist to dominate and control others, their words, linguistics, and language match and have a greater ability to dominate, manipulate, and mislead decision making and behavior of those who have also succumbed to Homer's illusionary linguistics. This erroneous belief that emotions drive behavior that was inscribed almost 3000 years ago has permeated the halls of our academic institutions today where emotional dysfunctional theory prescribes that aberrant and destructive emotions exist and must be controlled, managed, and regulated, even with the use of pharmaceuticals, because of a belief in emotional disorders and dysfunction (Barlow, 2014).

10.0 Empowering a Society and Culture of Emotional Being

Emotion-as-effect theory hopes to correct this unjust and false emotional linguistic foundation within the human psychic and reintegrate the evolved role of the emotional bio-feedback mechanism as a necessary executive function in cognitive development, behavior, and decision making for an individual's health, prosperity, and well-being.

10.14 Emotions' Ties to Physical Health and Well-being

The purpose of life from a biochemical/physiological perspective is to find joy.

An evolved correlation exists between joy and the biochemical/physiological balances found within the brain's neural networks and the body that makes for a strong and vigorous being. That has been the evolution of the cognitive-emotional bio-feedback mechanism. A false/positive correlation between joyous emotions and lethargy, weakness, and ineptness would only make a being vulnerable and easy prey within the survival of the species. This would mean that the effort of a being to find joy would only amplify their weakness. Joy, happiness, and wonderment associated with biochemical/physiological harmony of strength, confidence, skill, and agility, on the other hand, would clearly enhance the survival of the species (Jackson, 2021a).

Now if an athlete were to get sick, develop an illness, or worse, get a cancer, because of emotions' correlations to a biochemical physiology of strength and well-being, seeking joy would help the body fight off the disease. Wallowing in self-pity and negative emotions would weaken one of nature's defense mechanisms to ward off illness. If emotionally negative cognitive behavior was to be ignored or a psychiatrist was to prescribe an anti-depressant, this medication could cover-up the efforts needed by consciousness to cognitively seek emotionally positive activities to dwell upon. The hedonist pursuit of happiness or pleasure (Moore, 2019) has a biological significance of creating a healthy physiology and well-being (Crisp, 2017) when viewed as a search for and the maintenance of emotionally positive cognitive activities (APA, Cognition).

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

associations but gaining weight is probably not one of them. Shopping may feel good but getting the bills may not. Having a brand-new car feels great, but the consequences of it being a stolen car does not. The same feels good but know the bad goes for drinking, drugs, medications and all of human behaviors. Knowing what actions may feel good and knowing what consequences may feel horrendous is a product of the cognitive mind and the emotional perceptual mechanism of the body's biochemical physiology. On the other hand, society's acceptance of such action often impacts an athlete's attention to their own cognitive-emotional bio-feedback; what if an athlete's behavior aligns with cognitive-emotional bio-feedback but this behavior is contrary to accepted societal norms? And conversely, what if an athlete's behavior aligns with cognitive-emotional bio-feedback but this behavior *should be* contrary to accepted societal norms?

10.15 Conclusion

The illusion of emotions is to believe that destructive and aberrant emotions are driving mental and physical behaviors instead of emotions being a perceived reflection of destructive and aberrant cognitive behavior precipitating biological changes that drive physical behavior. Consciousness directs this cognitive behavior and emotions give it light.

Where is the emotional wisdom and morality in a feels-good-is-good behavior model? The correlation between the better one feels and the healthier one is began evolving millions of years ago. In question are emotions' guiding relevance in the 21st century and beyond. Emotions are only reflections of cognitive activities via their correlative relationship to biochemical physiology. Therefore, it is not emotions, but cognition that is in question. The power of cognitive-emotional wisdom lies within one's abilities to meet the challenges of today's complex societies by transmuting life's personal pains and failures. This requires moving up from the reptilian reflexive brain where a might is right morality exists and into the mammalian brain where more complex and intricate cognitive thought and imagination into a might for right can take place.

10.0 Empowering a Society and Culture of Emotional Being

Genetically, humans are wired to feel good emotionally. The very strength and survival of the individual depends on striving for better feelings and what those feelings represent within the body. It is our evolutionary nature. But we do not thrive as individual beings without strong and multidimensional societies and cultures that allow and nurture the vast and unlimited pursuits and creations of its citizens to extend their realities into the unknown vastness of the future. The luxuries we enjoy today, exist only because of the successful multidimensional pursuits of other individuals in the past. This power to create begins with the development of a cognitive-emotional education where individuals learn, develop, and know how to respond to their own individual cognitive-emotional bio-feedback with healthful and joyous actions and behaviors.

Therefore, thoughts and actions that feel good and that are integral and harmonious to one's self, cannot demand the obedience and subjugation of others. Demanding the obedience of others limits the freedom needed to expand creativity and pursuits everyone can enjoy in the future. Emotional bio-feedback and cognitive-emotional wisdom are self-management tools. To make joy and happiness dependent on the behavior of others is to deny the evolutionary role of the cognitive-emotional bio-feedback mechanism.

10.16 Background Reading:

APA, Cognition (2020). Cognition. In Dictionary.apa.org.

<https://dictionary.apa.org/cognition>.

APA, Neuroplasticity (2020). Neuroplasticity. In Dictionary.apa.org.

<https://dictionary.apa.org/cognition>.

Barlow, D.H. (Ed.). (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5th ed.). The Guilford Press.

Beck, J. (2011). *Cognitive behavior therapy: Basics and beyond*. The Guilford Press.

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

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

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

https://www.nytimes.com/2015/03/29/magazine/the-radical-humaneness-of-norways-halden-prison.html?_r=2

Costandi, M. (2016) *Neuroplasticity*. The MIT Press

Crisp, R. (2017), Well-Being. In E.N. Zalta (Ed.), *The Stanford encyclopedia of philosophy*. Retrieved from <https://plato.stanford.edu/archives/fall2017/entries/well-being/>

Doidge, N. (2015). *Brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. Viking.

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

Enright, R.D., & Fitzgibbons, R.P. (2015). *Forgiveness therapy: An empirical guide for resolving anger and restoring hope*. APA.

Farb, N.A.S., Anderson, A.K., Irving, J.A., & Segal, Z.V. (2014). Mindfulness interventions and emotion regulation. In J. Gross, (Ed.) *The handbook of emotional regulation* (pp 548-567). Guilford Press.

Greenberger, D., & Padesky, C. (2016). *Mind over mood: Change how you feel by changing the way you think* (2nd ed.). The Guilford Press.

Gross, J. J. (2014). Emotional regulation: conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press.

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

Homer. (2009) *Iliad* (A.S. Kline, Trans.). *Poetry in translation*. (Original work published ca. 800-700 BCE)

Jackson, A.O. (2021a). *Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press.

Jackson, A.O. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*. Symbiotic Psychology Press.

Kolk, B. (2014). *The body keeps score: Brain, mind, and body in the healing of trauma*. Penguin Books.

Lopez, S.J. & Snyder, C.R. (Eds.), (2009). *The Oxford handbook of positive psychology* (2nd ed.). Oxford University Press.

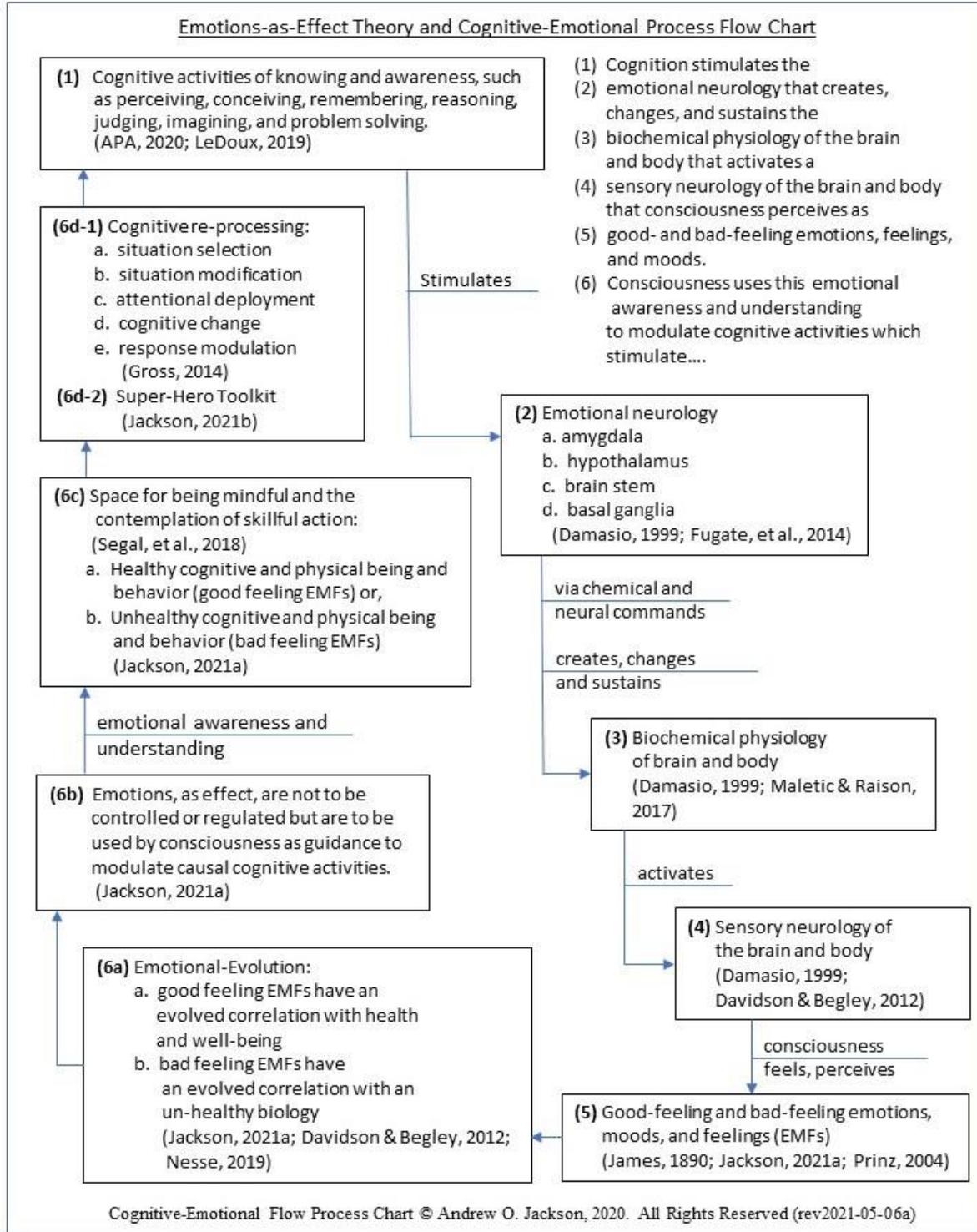
10.0 Empowering a Society and Culture of Emotional Being

- Maletic, M. & Raison, R., (2017) *The new mind-body science of depression*. New York, NY: W.W. Norton & Company
- Medoff, 1979, *Children of a lesser God*. (Play) Retrieved from [https://en.wikipedia.org/wiki/Children_of_a_Lesser_God_\(play\)](https://en.wikipedia.org/wiki/Children_of_a_Lesser_God_(play))
- Moore, A. (2019). Hedonism. In E.N. Zalta, (Ed.) *The Stanford encyclopedia of philosophy*. Retrieved from <https://plato.stanford.edu/archives/win2019/entries/hedonism/>
- Prinz, J.J. (2004). *Gut reactions: A perceptual theory of emotions*. Oxford University Press.
- Raison, C., Jain, R., Maletic, V. & Draud, J. (2011) *Treating the Whole Patient, Exploring the Healing Potential of a Mind-Body Approach to Mental Health*. Lexington, KY: CME LLC
- Salovey, P., Brackett, M.A., Mayer, J.D. (Eds). (2004). *Emotional intelligence: Key readings on the Mayer and Salovey model*. Dude Publishing.
- Segal, Z., Williams M., Teasdale, J. (2013). *Mindfulness-based cognitive therapy for depression*. The Guilford Press.
- Shapiro, F. (2018). *Eye movement desensitization and reprocessing [EMDR] therapy (3rd ed.)*. Guilford Publications.
- Smith, T.W. (2015). *The book of human emotions: From ambigophobia to umpty – 154 words from around the world for how we feel*. Little, Brown, and Company.
- Stulberg, C.G., Frey, R.J., & Dawson, J. (2018). *Feeling better*. New World Library.

Part 4: Appendix

11.0 Appendix.....157
 Appendix A: The Cognitive-Emotional Process Flow Chart (Jackson, 2021a)159
 Appendix B: Statement: Emotion-as-Effect Theory (Jackson, 2021a).....161
 Appendix C: Criminal Law and Justice: A Constitutional Challenge163
 Appendix D: Revisions169

Appendix A: Cognitive-Emotional Process Flow Chart



Cognitive-Emotional Process Flow Chart

1. Cognition stimulates the
2. emotional neurology that creates, changes, and sustains the
3. biochemical physiology of the brain and body that activates a
4. sensory neurology of the brain and body that consciousness perceives as
5. good- and bad-feeling emotions, feelings, and moods.
6. Consciousness uses this emotional awareness and understanding to modulate cognitive activities which stimulate....

A discussion of Emotions-as-Effect Theory and Cognitive-Emotional Process Flow Chart is in *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation*, Andrew O. Jackson, (2021.a). Symbiotic Psychology Press.

References:

- APA. (2020). Cognition. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- Damasio, A. (1999). *The Feeling of what happens: Body and emotion in the making of consciousness*. A Harvest Book Harcourt, Inc.
- Davidson, R.J., & Begley, S., (2012). *The emotional life of your brain*. Hudson Street Press.
- Fugate, J.M.B., Lindquist, K.A., Barrett, L.F. (2014) Emotion: Generation or Construction? In Ochsner, K.N., Kosslyn, S.M. (Eds.), *The Oxford handbook of cognitive neuroscience* vol. 2 the cutting edge (pp. 32-51). Oxford University Press.
- Gross, J. J.(2014). Emotional regulation: conceptual and empirical foundations. In J.J. Gross (Ed.), *Handbook of emotion regulation* (pp. 3–20). The Guilford Press.
- Jackson, A.O. (2021a). *Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive regulation*. Symbiotic Psychology Press.
- Jackson, A.O. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*. Symbiotic Psychology Press
- James, W. (1890). *Principles of psychology*, vol. 2. Holt.
- LeDoux, J.E. (2019). *The deep history of ourselves: The four-billion-year story of how we got conscious brains*. Viking.
- Maletic V., & Raison, C. (2017). *The new mind-body science of depression*. W.W. Norton & Company, Inc.
- Nesse, R. M. (2019). *Good reasons for bad feelings: Insights from the frontier of evolutionary psychiatry*. Allen Lane.
- Prinz, J.J. (2004). *Gut reactions: A perceptual theory of emotions*. Oxford University Press.
- Segal, Z., Williams M., Teasdale, J. (2013). *Mindfulness-based cognitive therapy for depression*. The Guilford Press.

Appendix B:

Statement: Emotions-as-Effect Theory

Emotions, moods, and feelings are felt. They are perceived. Although good and bad feeling emotions, moods, and feelings (EMF's) vary in duration and awareness of associative cognitive and physical behaviors, states, and changes, they all are the perception, by consciousness, of a biochemical physiology within the body and the brain precipitated by an evolved and nurtured cognitive neural circuitry.

Because emotions, moods, and feelings are perceptions of an internal state of biology precipitated by cognition, emotions, moods, and feelings are a reflection of, and give insights into, the nature of this cognitive behavior. Also, because emotions, moods, and feelings are a perception of states and changes of physiology and are not causal to these states and changes, emotions, moods, and feelings are neither destructive nor constructive but rather they are indicators towards the presence of very real destructive and constructive – and causal – cognitive behaviors.

Correlations between cognition, healthy biochemical physiology, and good feeling emotions, moods, and feelings are a result of millions of years of evolutionary survival for the health and well-being of the individual – as are the correlations between bad feeling emotions, moods, and feelings and an unhealthy biology.

Now the question is, how are these correlations between cognition, physiology, EMF's, and consciousness understood, nurtured, and developed within a society for an individual's health, wealth, and general well-being through their own successful decision-making and creativity?

Reference:

Jackson, A.O. (2021a). *Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive regulation*. Symbiotic Psychology Press.

Appendix C:

Criminal Law and Justice: A Constitutional Challenge

Justice Founded Upon Falsehood Is Itself False and Unjust

Justice within our courts is founded upon a false psychology of emotions. Punishment guidelines are erroneous because current comprehension of punishment is based upon an erroneous understanding of emotions within human psychology. Also, the statistics of recidivism that exist only exist because of this ill-founded knowledge of human behavior. Punitive requirements cannot be based upon these statistics because punishment and recidivism based upon a different psychology – one that accurately portrays human biology – will create different statistics. Current statistics now based within a mistaken psychology cannot reflect behavior grounded within another, more accurate psychology.

The power of a consciousness lies within its choice of cognitive activities: thoughts, imaginations, observations, and rationale.

Current justice, punishment, and recidivism are based on a psychology of behavior where emotions drive biological change and subsequent behavior. This is a false premise. Emotions perceive biological changes/states precipitated by cognitive activities. Behavior doesn't follow emotions, instead, behavior follows cognition. The power of a consciousness lies within its choice of cognitive activities: thoughts, imaginations, observations, and rationale. Justice served is not raw punishment and confinement. True justice helps to restructure and empower an athlete's power of consciousness to wisely choose its cognitive activities from which outward acts of behavior germinate and sprout.

A justice of punishment for a crime is inhumane because of a lack of intention to change an athlete's cognitive behavior towards health, prosperity, and well-being. Or is that not the goal of justice? Should justice be defined as punishment with an intent to inflict pain, suffering, or hardship upon an individual? Or, should justice be defined as an intent to

impower cognitive behavior for the health, prosperity, and well-being of the individual and society? Should our criminal justice system be an extension of “an eye for an eye” or is justice served by entrusting individuals with the training, skills, and understandings to make better choices for themselves and others throughout their life.

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

Current human behavior modification is based within an erroneous psychology of emotions. Also, punishment as “justice” for a crime denies the science of neuroplasticity. Neuroplasticity is a concept where the brain rewires itself (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015). This rewiring results in new interpretations of old awareness. Thus, a reality that once manifested criminal behavior no longer exists. Where is justice in a design and intent that reinforces a psychology of the mind that encourages and leads to continual criminal behavior? A justice under God is one that creates the conditions that will honor a psychology of a neuroplastic mind where neural networks that supported a reality and the cause of violent behavior yesterday can change and to no longer have the capacity to support that violent reality and behavior tomorrow.

The text *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive dysregulation* (Jackson, 2021a) provides a basic understanding and awareness of the necessary theory for a prisoner to forge a new identity and to recreate a new life. *Cognitive-Emotional Wisdom, Education, and Training: A Primary and Secondary School Overview* (Jackson, 2021b) provides a basic understanding of the tools that are necessary part of prisons if we as a society believe in a justice under God.

The scalpel to dissect and to lay aside the flaws within contemporary justice lies within the scientific concept of neuroplasticity. Neuroplasticity is a scientifically proven concept which outlines how the brain can rewire itself and form new realities. That is, what was real and exists yesterday, may not remain real and exist tomorrow. Everyone has the

Appendix C: Criminal Law and Justice: A Constitutional Challenge

physical attribute neuroplasticity to change and to be a different person than the being which committed a crime.

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

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

In order to use the concept of neuroplasticity to repeal inhumane justice, the illusionary beliefs of emotions driving behavior must be dispelled. Emotions are an evolved sensory system designed to be used by consciousness to guide the internal cognitive behavior which leads to external physical action. This new paradigm – where emotions are an evolved biological sensory system that perceives biological changes precipitated by cognitive activities- is developed in *Emotions-as-Effect Theory: The Linguistic Semantics of Emotional vs. Cognitive dysregulation* (Jackson, 2021a)

Criminal justice must cultivate the conditions that reflect our society and reinforce a life and culture of health, prosperity, and well-being. A criminal justice based upon punishment and hardship without an educational path for cognitive-emotional awareness, understanding, and realignment is constitutionally unjust punishment.

Criminal law is operating within an archaic knowledge and understanding of humanness. This knowledge must be updated and incorporated into any proper and scholarly discussion of criminal sanctions. New advances in psychology provide new understandings of the actual harmful effects of incarceration presently deemed appropriate justice for a crime. A justice designed to reinforce and structure a neuroplastic mind of violence and crime is not justice, but an abomination.

The Constitutional Challenge

Modern and up-to-date understandings in the physiology of cognitive 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 and a culture to teach, educate, and train an incarcerated population towards a neuro-psychology of health, prosperity, and well-being these practices (1) should be understood as cruel and (2) should be understood as limiting and even prohibiting the free exercise of religion under the Constitution of The United States of America.

- a. ARGUMENT 1: Neuroplasticity 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 (APA, Neuroplasticity; Costandi, 2016, Doidge, 2015).

Within the current culture of punishment and incarceration, without a reformation agenda, this natural attribute of brain physiology tends to reinforce and maintain a cognitive neural circuitry of criminal behavior. That is, the learning experience within this environment tends to accentuate the existing neural circuitry of the brain that has led to an existing criminal interpretation of life experience. This reinforced criminal interpretation of reality diminishes and even prevents a person's religious freedom to exercise a behavior within God's favor. (reference Constitution Amendments I – free exercise of religion)

- i. Also, this reinforced criminal interpretation of reality tends to further convolute a person's intent, rational capacity, and self-control and

Appendix C: Criminal Law and Justice: A Constitutional Challenge

therefore is cruel. (reference Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)

- b. ARGUMENT 2: Emotional bio-feedback Theory (Jackson, 2021a) redefines an evolved emotional neural circuitry as a neural circuitry of perception of the body's biochemical physiology precipitated by the brain's cognitive activities. This means that the neural circuitry of emotional behavior has an evolved function to guide cognitive behavior and physical activity towards the desirable aspects of life, such as, health and well-being. Emotions have naturally evolved to lead physical and cognitive behavior towards life, liberty and the pursuit of happiness.

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

- i. ***This reinforced emotional reality** of criminal behavior diminishes and even prevents a person's religious freedom to exercise a behavior within God's favor. (reference Constitution Amendments I – free exercise of religion)*
- ii. *Also, **this emotional reality** of criminal behavior tends to further convolute a person's intent, rational capacity, and self-control and therefore is cruel. (reference Constitution Amendment VIII – cruel and unusual punishment shall not be inflicted)*

Appendix C: Criminal Law and Justice: A Constitutional Challenge

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

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

References:

- APA. (2020). Neuroplasticity. In Dictionary.apa.org. <https://dictionary.apa.org/cognition>.
- Benko, J. (2015, March 26). *"The Radical Humaneness of Norway's Halden Prison"*. The New York Times. Retrieved from https://www.nytimes.com/2015/03/29/magazine/the-radical-humaneness-of-norways-halden-prison.html?_r=2
- Costandi, M. (2016) *Neuroplasticity*. The MIT Press
- Doidge, N. (2015). *Brain's way of healing: Remarkable discoveries and recoveries from the frontiers of neuroplasticity*. Viking.
- Jackson, A. (2021a). *Emotions-as-effect theory: The linguistic semantics of emotional vs. cognitive dysregulation*. Symbiotic Psychology Press.
- Jackson, A. (2021b). *Cognitive-Emotional wisdom, education, and training: A primary and secondary school overview*, Symbiotic Psychology Press.

Appendix D: Revisions

1. 2020-12-27a: Second draft
2. 2020-12-28a: Name change “*Personal Power of Qi*”.
3. 2021-01-03a: Rough draft printout
4. 2021-01-08a: Beta release
5. 2021-01-12a: Corrected formatting errors; changed intro letter to “Dear Coaches, Instructors, Athletes, and Sports Enthusiasts”
6. 2021-01-14a: Moved Appendix A, B into, and added to, Section 2. General editing
7. 2021-01-16a: Reorganized contents; general editing
8. 2021-01-18a, b, c: General editing
9. 2021-01-21a: Rearranged Section 5.3: Cognitive-Emotional Gymnasiums; rewrite of 5.3.4: “Meditation, Mindfulness, and Contemplation”; added “own competition” subject line to Section 1.0: Letter
10. 2021-01-21b: Added reference note prior to table of contents. Corrected formatting errors
11. 2021-01-21c: Changed some margins and Table of Contents page numbers; corrected reference appendix B; edited Section 1.0 Letter
12. 2021-01-21d: Updated reference (Jackson, 2020b) to (Jackson, 2021b).
13. 2021-02-02a: Edited 5.1 The Synergy Between...; added 5.3.1 Segment Intending and 5.3.2 Mindfulness as separate sub-section of 5.3 Cognitive-Emotional Gymnasium.
14. 2021-02-02b: Rearranged Appendix/added Appendix B: Statement: Emotions-as-Effect Theory
15. 2021-02-05a, b: General editing: replaced emotional bio-feedback with cognitive-emotional bio-feedback; rewrote 5.3.1 Segment Intending; edited “*guiding star and our emotions perceive*”
16. 2021-02-10a: Added cognitive-emotional being of motion, movement, and action to Section 5.0
17. 2021-02-10b: General editing; added cognitive-emotional being of motion to beginning quotes; cleaned up Section 8.0: Conclusion.

Appendix D: Revisions

18. 2021-02-15a: General editing; added to “Authors Note”
19. 2021-02-16b: Corrected dominate and dominant
20. 2021-02-17c: Rewrote, edited “subjects” in letter to “Dear Coaches....”
21. 2021-02-20a: Edited in “Dear Coaches Letter”, “cognitive-emotional state of being”
22. 2021-03-01a: Changed dissidence to dissonance
23. 2021-03-04a, b: Added Letter: *The Great Debate: Emotional Dysregulation vs. Cognitive Dysregulation*; added <https://symbioticpsychology.com/>; added “cognitive”-emotional being in several instances to emotional being
24. 2021-03-08a, b: Added letter: *A Performance Enhancing Behavior*; various editing
25. 2021-03-09a, b: Edited letter: *A Performance Enhancing Behavior* and lead in quotes
26. 2021-03-10a: Changed title of “Dear Coaches...” letter to *The Cognitive-Emotional Energy of Qi Behind the Physicality of Forms*; edited content
27. 2021-03-10b: Added: *All of life is Qigong, the cultivation of energy.*
28. 2021-03-22a: Edited notation Jackson, A.O., (2021) for “*Personal Power of Qi*”
29. 2021-03-23a: Added to Letter: “*The Great Debate*”, Warning 3
30. 2021-03-24a: Edited Warning 3
31. 2021-03-27a: Edited both “Dear Coaches....” Letters
32. 2021-03-30a: Added a couple of beginning quotes
33. 2021-05-28a: Divided book into parts; changed Section 9.0 into Part 3, Section 10; updated Cognitive-Emotional Process Flow Chart; general/typo editing
34. 2021-05-30a, b, c: Revised Section 6: The Perception of Qi: Emotions, Moods, and Feelings; added Warning 4 & 5, reordered

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

Emotions-as-Effect Theory and Cognitive-Emotional Process Flow Chart

