

A white sailboat with a green sail is on a blue lake. The background shows a forested shoreline under a blue sky with some clouds. The text is overlaid on the image.

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

**The
Cognitive-Emotional
Wisdom of Golf:
A Symbiotic Sports
Psychology**

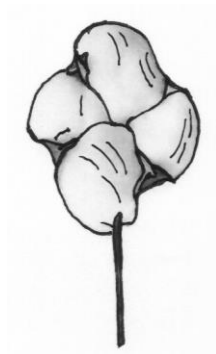
(rev2021-04-21c)

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.*

**The Cognitive-Emotional Wisdom of Golf:
A Symbiotic Sports Psychology
(rev2021-04-21c)**

Andrew O. Jackson



**Gossypium
(cotton plant)**

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Emotions-as-Effect and Emotional Control Theory: The Linguistic Semantics of Emotional vs. Cognitive Dysregulation. Symbiotic Psychology Press (15,500 words).

Cognitive-Emotional Wisdom, Education, and Training: A Primary and Secondary School Overview. Symbiotic Psychology Press (50,300 words).

The Personal Power of Qi: An Athlete's Evolutionary Heritage of Strength, Speed, Agility, Cunning, and Success. Symbiotic Psychology Press (42,500 words).

The Cognitive-Emotional Wisdom of Golf: A Symbiotic Sports Psychology. Symbiotic Psychology Press (3,200 words)

A Memoir Short: What You Reap Is What You "Sew". Symbiotic Psychology Press (14,800 words).

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Cover Photo: "Dog Leg to the Pool"

Andrew, with his wife Barbie and their two cats, Mindy and Jennifer, spent four summers "gunkholing" the north shore of Lake Huron, one of the Great Lakes between the United States and Canada. This is a photo of their sloop "NorthStar" anchored in the *Baie of Fine* across from *Mary Anne Cove*. "The Pool" lies some twenty miles further down the narrow fjord. Photo courtesy of Andrew O. Jackson.

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

Subject: *The Cognitive-Emotional Wisdom of Golf: A Symbiotic Sports Psychology*

Date: 2021-04-18

Dear Golf Enthusiasts and Coaches,

Current principles of psychology, sports psychology, and Zen teachings of golf are based on a faulty premise. This premise is that aberrant and dangerous emotions exist and that these emotions are causal to the biochemical physiology that drives dysfunctional behavior. Practitioners conclude that these emotions must be controlled, managed, and regulated, even with the use of pharmaceuticals. Because of this belief in the debilitating nature of emotions, practitioners infer that emotions can be defective and simply cannot be trusted. These flawed assumptions lead to the mistaken belief that reason should be the determiner of appropriate cognitive and emotional behavior, especially in athlete competition on the golf course (Jackson, 2021a).

Symbiotic Psychology honors the synergistic relationship between mind, body, emotions, and consciousness that has evolved over millions of years. Emotions, moods, and feelings (EMFs) are the perception of changes and states of a biochemical physiology precipitated by cognitive activities. “Emotional” disorders are actually “cognitive disorders”. Furthermore, good feeling emotions have an evolved correlation with a healthy and effective biochemical physiology necessary for successful competition and negative feeling emotions correlate with an unhealthy and ineffective physiology. Emotions, moods, and feelings must be trusted and used to determine appropriate and healthy cognitive behavior, especially in competition on the golf course (Jackson, 2021b).

The following publication, *The Cognitive-Emotional Wisdom of Golf: A Symbiotic Sports Psychology* (Symbiotic Psychology Press) is designed to be understood on its own. It is purposely written in a more abstract outline format to enhance the contemplative essence of learning, understanding, and knowing. For the non-golfer this outline is but a metaphor.

Passionately,

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



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.

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.

The Cognitive-Emotional Wisdom of Golf: A Symbiotic Sports Psychology

Note: This outline format is intentionally designed to enhance the contemplative essence of learning, understanding, and knowing.

1. What is the cognitive-emotional relationship? (Jackson, 2021a)
 - a. Physiological significance of feeling good and feeling bad
 - i. Good feeling emotions, moods, and feelings (EMFs) have an evolved correlation with a healthy, vibrant, strong, agile, aware, and even creative biochemical physiology.
 - ii. Bad feeling emotions, moods, and feelings (EMFs) have an evolved correlation with an unhealthy, lethargic, weak, unaware, and inflexible biochemical physiology.
 - iii. Humans have evolved to feel good!
 - iv. Performance is directly impacted by a person's cognitive-emotional state of being! An athlete, golfer has to feel good to excel.
 - b. What is cognition?
 - i. Reason/logic, thinking/thought, dreaming, inspiration, perception
 - ii. That which goes on between the ears
 - c. What are emotions, moods, and feelings (EMFs)?
 - i. EMFs are felt, something you feel
 - ii. EMFs are the perception of biochemical physiological states and changes within the body and brain
 - iii. EMFs are precipitated by cognitive activities
 1. Emotions generally have a known cognitive thought component (Smith, 2016)
 2. Moods are long term (weeks, months) and may or may not have a known cognitive thought component
 3. Feelings are abstract and any associative cognitive activities may only be vaguely determined

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

2. The active/busy mind vs. the quiet mind and the silent mind used in competition.
 - a. Active/busy mind of daily activities
 - i. General daily mental activities of goings on in “your world”
 - b. Quiet mind of reason and establishing intent for the next swing (State of “Mind”)
 - i. Reason
 1. Facts of the hole: how long, what club to use, what is the wind, are there bunkers to worry about, what swing, all the facts and data used to decide how to hit and play the next shot.
 - ii. And Intend
 1. The summation of reason/cognition establishes swing intentions: what am I going to accomplish
 2. I am going to hit the ball such and such a way so it will have this much lift, land in this area with x amount of spin, etc., etc.
 - c. Silent mind of knowing what to do and allowing it all to happen (State of “No-Mind”)
 - i. Feel the Knowing in the body
 1. I know what to do
 2. It’s a feeling
 3. It’s a certainty within the body
 4. I know that I know (what to do). I can feel it.
 - ii. And Allow the knowing
 1. I am going to allow that knowing to happen
 2. Feel the swing
 3. Do the feeling

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

3. Address the course vs. address the ball and the transitions between reason (establishing intentions) and knowing (allowing the action to unfold)
 - a. Transitions (Castaneda,1987)
 - i. From reason (mind) through indifference into knowing (no mind)
 1. Indifference: confidence, swagger, no-pity
 - ii. From knowing (no mind) through concern into reason (mind)
 1. Concern: consideration, compassion
 - b. Walking up to and around the ball area in preparation for the stroke
 - i. Use the quiet mind (presence of thoughts), (mind)
 1. Using reason to establish intention for that stroke

The Cognitive-Emotional Wisdom of Golf (rev21-04-21c)

- ii. Use the silent mind (no thoughts), (no mind)
 - 1. Establish the feeling of knowing and allowing the event (stroke) to happen
 - 2. Feel the knowing
 - 3. Feel the swing
 - c. Address the course (standing behind the ball towards the hole)
 - i. Breath In (mind), (presence of thought)
 - 1. Re-establishing intent for the stroke
 - ii. Breath Out and feel the knowing (no-mind), (no thoughts)
 - 1. Re-establishing a knowing allowing of the stroke
 - 2. Feel the knowing
 - 3. Feel the swing
 - iii. Breath In (mind)
 - 1. Intent to walk and address the ball
 - iv. Breath Out (feel), (no-mind)
 - 1. Feel the knowing and allow
 - a. Walk to address the ball
 - d. Address the ball (standing beside the ball)
 - i. For each movement (legs stance, club position, etc.)
 - 1. Breath In while re-establishing intent
 - a. State of mind
 - 2. Breathing Out with each movement
 - a. State of no mind
 - b. State of knowing the swing
 - c. State of feeling the swing
 - d. I know that I know (what to do)
 - ii. Swing the feeling
 - 1. Breath In while allowing the club to come back
 - 2. Breath Out while allowing the swing
4. Note: Is there an understanding of the importance of developing the skills to work with and to use emotions, moods, and feelings to guide appropriate cognitive behavior?
 - a. How many years has the golfer spent developing the physical skills of golf?
 - b. How many hours and years has the golfer spent developing the cognitive gymnastics to create the good feelings of a biochemical physiology necessary to execute a perfect swing

- c. How many hours and years has the golfer spent developing the cognitive gymnastics to create the good feelings of knowing and allowing within the body to feel that perfect swing
- d. A coach can only lead a golfer up to that feeling place of a perfect swing, but the feeling is something only the golfers themselves can perceive

The Mind shapes reality: Emotions indicate the desirability of that shape.

- 5. Strolling up to address the next shot: State of non-attachment
 - a. Enjoy: Get in tune with nature and its rhythms.
 - i. The air, clouds and wind.
 - ii. The trees, the grass, and the landscape
 - iii. The birds and the bees
 - iv. Could there be a better place to be?
- 6. Bad shot.... really bad shot.... really, really... (what I don't want)
 - a. STOP: DON'T GO THERE (into the problem):
 - i. You know what you don't want – that is a good thing
 - ii. Feels bad
 - 1. Presence of negative feeling emotions, moods, and feelings
 - iii. But don't stay there (negative) or go any further negative
 - iv. Must get back to a good feeling emotional place before continuing
 - v. The Practice of Non-Attachment
 - 1. Cognition: don't indulge the negative
 - a. Don't fixate on the negative cognitive events of the mind
 - b. Let the cognitive events pass like a cloud floating by in the sky
 - 2. Emotion: don't indulge the negative
 - a. Don't fixate on any negative feeling emotions
 - b. Let the emotions pass like a cloud floating by in the sky
 - vi. Use the “what I don't want” to identify and pivot into what I do want
 - 1. State of “what I don't want”: Feels terrible
 - a. The presence and awareness of negative feeling emotions, moods, and feelings
 - 2. State of “what I do want”: Feels good
 - a. The presence and awareness of good feeling emotions, moods, and feelings

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.

- b. **Change focus of attention:** Get to a better feeling place, or at least, a less feeling bad place where you can get to a feeling place that actually feels good. Reference: Section 7: The Cognitive-Emotional Gymnasium, (Jackson, 2021b)
- i. Breathing
 1. Practice breathing meditations, exercises
 - ii. R-E-L-A-X
 - iii. Roll your eyes
 - iv. Mind Play: Focus on anything else
 1. Mindfulness: The beautiful day: Go through the senses.
 - a. What are the smells: flowers?
 - b. What is being heard: birds, insects?
 - c. What is being felt: the sun's warmth, the cool breeze?
 - d. What is being seen: within the green expanse, the sky?
 - e. Any tastes: what does a cool drink of water taste/feel like?
 2. Being there
 - a. What is the rest of the world doing?
 - b. How could there be a more perfect place to be?
 3. Reframe the negative event
 - a. I can learn from this.
 - b. An opportunity to improve
 - c. I am now aware of a short-coming in my play
 4. Go (mentally) somewhere else.
 - a. On a beach, into the mountains, being with your family
 - v. Take a moment.
 1. Break the script of normalcy
 - a. Your script is not necessarily to just calmly (without any *visible* signs of disgust) walk up to your next shot and take it.
 - b. Do something to get out of the doldrums
 2. Dry your hands (or pretend to)
 3. Wipe off your face
 4. Take a drink of water.
 5. (I had a boss who lit his pipe)

6. Put a little lift in your step
 7. Turn and look out at something else
 8. Do some stretching exercises
 9. Jog in place
- c. Now that the negative cognitive-emotional event is over, it is time to get back to the present circumstances, people, and events.
- i. Focus that which is wanted.
 1. Saying I don't want to make a mistake like that again is again focusing on what you don't want and doesn't create good feelings
 2. What do you want? Find a good feeling place.
 - ii. A shot gone bad: The Predicament
 1. Don't think your way out of a predicament.
 2. Don't feel your way out of a predicament.
 3. Think, feel, and know the way out of a predicament.
 - iii. What is the immediate task at hand?
 1. Define, comprehend, and intend the next segment of the game. And the next...
 2. What are your intentions (that feel good) walking up to the ball?

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.

7. Within every day, there exists a multitude of opportunities to practice the cognitive-emotional wisdom of golf:
- a. Use negative feeling emotions, moods, and feelings to understand that which is not wanted nor desired
 - i. Use these (negative) opportunities to develop the cognitive skills and gymnastics and emotional awareness needed to live in a better feeling place
 - ii. At first this "better feeling place" may be just a "less negative feeling place"
 - iii. Eventually, with work, living in a good feeling place becomes the norm and the opportunities to practice become less available
 - b. Practice Transitions
 - i. From cognitive reason (mind) through indifference into a feeling, knowing (no mind)

The Cognitive-Emotional Wisdom of Golf (rev21-04-21c)

- 1. Indifference: confidence, swagger, no-pity
- ii. From a feeling knowing (no mind) through concern into a cognitive reason (mind)
 - 1. Concern: consideration, compassion
- c. Before acting
 - i. Use the quiet mind (presence of thoughts), (mind)
 - 1. Using reason to establish intention(s)
 - ii. Use the silent mind (no thoughts), (no mind)
 - 1. Establish the feeling of knowing, allowing, and the actuality of the unfolding event(s)
 - iii. Breath In (mind), (presence of thought)
 - 1. Establishing intent
 - iv. Breath Out (no-mind), (no thoughts)
 - 1. Establish the feeling of knowing
 - v. Breath In (mind)
 - 1. Reason and Intend
 - 2. It's a cognitive thing
 - vi. Breath Out and feel (no-mind)
 - 1. Feel the knowing and then act
 - 2. It's a feeling (in the body) thing

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.

- 8. Zen Buddhism (Japan), (in China it's Chan Buddhism) vs Symbiotic Psychology
 - a. Emotions
 - i. In Zen (Chan) Buddhism and in modern (sports) psychology, emotions are erroneously believed to drive behavior because emotions are (falsely) deemed causal to the biochemical physiological changes within the brain and body. There within lies the mistaken beliefs that aberrant and dangerous emotions are real and must be controlled, regulated or managed, even with the use of pharmaceuticals.
 - 1. This is the emotions vs. reason debate.
 - 2. Emotions cannot be trusted
 - 3. Reason is used to determine appropriate cognitive and emotional behavior.
 - ii. In Symbiotic Psychology, emotions and mind work in a synergistic harmony of mind, body, emotions, and consciousness. Emotions are

the perception of the biochemical physiological changes in the brain and body precipitated by cognitive activities. Therefore, emotions cannot be aberrant and dangerous because they are not causal. Emotions, moods, and feelings are used to understand and guide cognitive activities. Emotions have an evolved cooperative relationship with cognitive reason.

1. Emotions are used to guide cognitive behavior.
2. Use emotions to “find a better feeling thought” (Hicks & Hicks, 2006).
3. Not think it. Nor feel it. Think and feel it.
4. Emotions can be trusted to correlate with one’s own biochemical physiology but emotions can be dangerously manipulated by unscrupulous sales pitches.

b. Desire

- i. In Buddhism, the cause of suffering is desire and, therefore, The Buddhist emphasis on the need for “lack of desire”.
- ii. In Symbiotic Psychology, desire is an evolutionary necessity to not only maintain life, but to advance and expand life and the Universe itself.
 1. Desire begins the establishment of intent that leads to motivation and action.
 - a. Refer to quote near the end of this document
 2. Desire is needed to calibrate one’s own evolved emotional bio-feedback mechanism.
 - a. A desire to climb Mt. Everest or dive in the Caribbean will determine the desirability of scuba tanks or supplemental oxygen tanks....
 - b. A desire to drive a fairway, chip out of bunker, or putt on a green will determine the desirability of a driver, wedge, or putter
 - c. And so on... ad infinitum
 3. It is not desire but the focus upon the lack of that which is desired that is the cause of suffering.
 - a. Therefore, emphasis is placed upon identifying and then using negative feeling emotions as an indicator of cognitive activity focusing on that which is not wanted or the lack of what is desired.
 - b. Then the skills and techniques are developed by an individual to understand and to pivot off of these

emotionally negative cognitive activities and onto emotionally positive cognitive activities of the presence of that which is desired, or if not actual, within the imagination.

*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?*

Note: When you have experienced the living Universe, you will understand the eastern dojo tradition of paying respects to the day of golf you have just enjoyed (or not). (Reference: Hideki Matsuyama's caddie, Shota Hayafuji, bow in respect to Augusta National following Masters win.) The opportunity was there to enjoy, it is your responsibility to make it so.

Reference Reading:

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Jackson, A.O. (2021a). Emotions-as-effect and emotional control theory: The linguistic semantics of emotional vs. cognitive dysregulation. Symbiotic Psychology Press. (freely available at <https://emotional-evolution.com/>)

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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.

Revisions:

1. 2021-04-13a: Original draft/release
2. 2021-04-14a, b, c: added quotes; added transitions reason to knowing and knowing to reason; added Section 7: Bad Shot....
3. 2021-04-15a: added cover/back pictures; added “Dear Golf Enthusiasts and Coaches”;
4. 2021-04-15b: added similar words for indifference and concern; added back page quote, added reference in letter
5. 2021-04-16a: added clarity to desire
6. 2021-04-17a: edited for clarity; added section 8: everyday opportunities to practice
7. 2021-04-18a: Major editing; reordered outline to put “practice” first and “theory” second
8. 2021-04-19a, b, c: added more clarity to the feeling of knowing and allowing: changed title to include “A Symbiotic Psychology”
9. 2021-04-21b, c: added more clarity to the feeling of knowing and allowing; added reference to Shota Hayafuji; added bibliography of author’s publications, cover photo description; changed “a-ha” date to late 1993

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.



Andrew O. Jackson suffered from psychotic mania and suicidal depression and was in and out of mental hospitals from 1979-1996. Once after another “blackout” period, he “awoke” in a mental ward and wondered how he got there this time. The nurse said he went up to a police car and told them that his friend needed help. His “friend” was a trash can. Another time he “awoke” with a rope in his hand ready to put an end to this torturous life when a voice asked him, “Can you go on?” “They” wanted him to continue this existence a while longer. He replied, “Yes” and got himself to a hospital.

Late in 1993, in a moment of inspiration that has now led to his emotions-as-effect theory, he began a self-directed healing program using his emotions as feedback for his biochemical, neurological, and physiological state of being. After a couple more psychotic episodes – one that landed him in the El Paso county jail and led to a divorce from his first wife – and after seventeen years of therapists, psychologists, and psychiatrists, he no longer needed the benefits of their assistance. He has been medication free and without disassociation, depression, or mania episodes since 1996.

Since 2005, he has been writing to academics around the world advancing a new emotional paradigm that defines cognition as causal to and emotions as an effect of biochemical, neurological, and physiological states of being. Emotions, instead of being regulated by cognitive behavior as current psychological academia prescribes, have evolved to guide cognitive behavior for the health, well-being, and prosperity of the individual.

He has an MS in Technology Education and an MS in Management Technology from the University of Wisconsin – Stout. He was a high school shop teacher, a college CAD (computer aided design) instructor, a guest instructor in China teaching quality and inventory management, and a quality manager at an OEM (original equipment manufacturer). He is now happily married and retired from mechanical engineering, spending his summers sailing and winters alpine skiing.