

# The Personal Power of Qi: A Revolution in Sports Psychology

*“Chpt01 3000 Years of Erroneous Emotionally Driven Behavior”* (rev2023-05-14a)

With Andrew O. Jackson

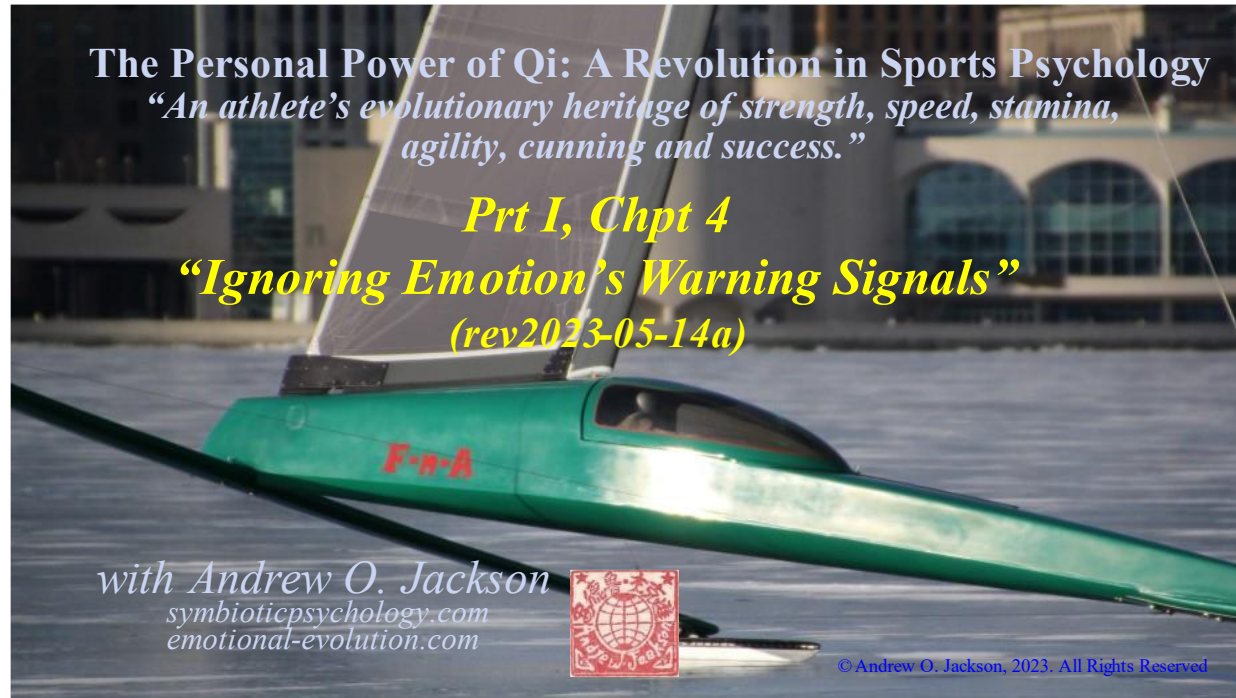
<https://symbioticpsychology.com/>

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



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*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.*



Hello, my name is Andrew O. Jackson. I created a two-part, eight-chapter video series titled, *“The Personal Power of Qi: A Revolution in Sports Psychology”* with the intent that athletes of all levels and abilities, and no matter what their sport, can understand, access, and actualize their evolutionary self of strength, speed, stamina, agility, reflexes, cunning, and success.

Part I, Chapters one thru four, *“A Revolution in Sports Psychology”* are about how good-feeling emotions guide cognitive behavior towards a strong and powerful physiology necessary for sports competition. Part II, Chapters five thru eight, *“The Personal Power of Qi”* are how the conscious energy of good-feeling cognitive-emotional behavior called Qi, radiates throughout the Quantum Universe of the Tao, and aligns the rendezvous of people, places, and events through time and space that match an athlete and coach’s cognitive-emotional state of being where space is here and when time is now.

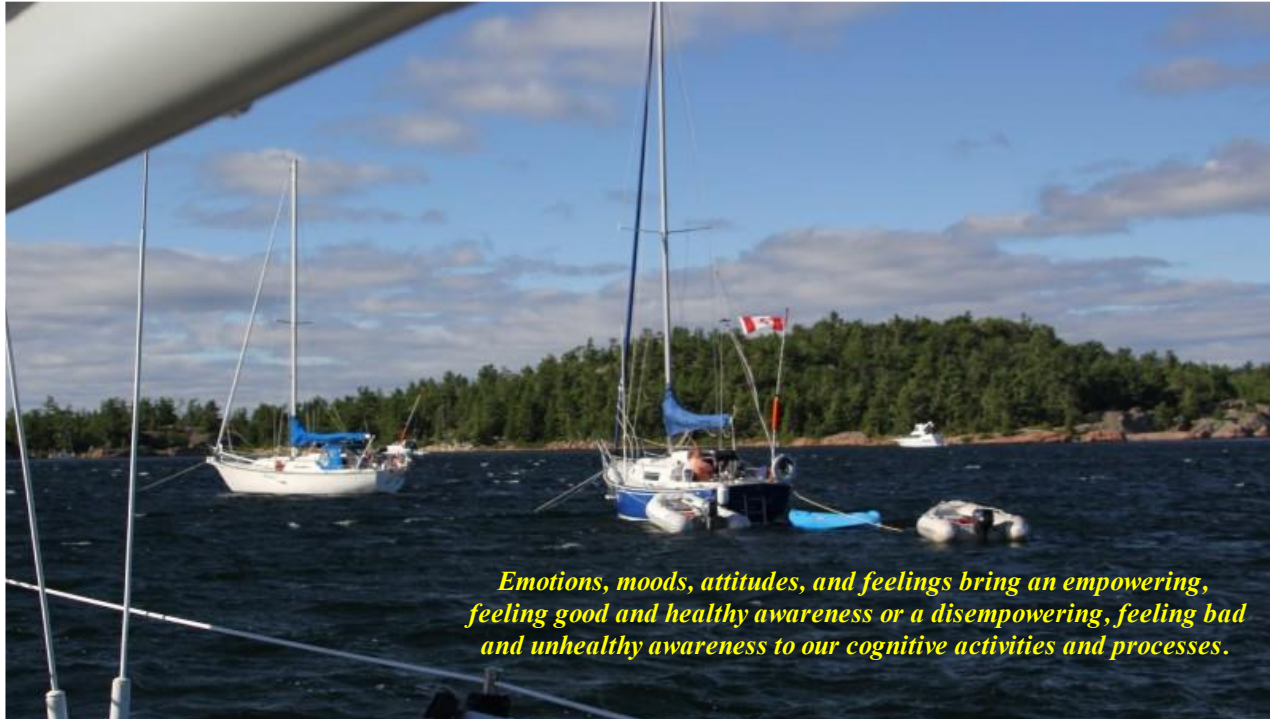
*“Chapter 1, 3000 Years of Erroneous Emotionally Driven Behavior Dynamics”* is about how our early childhood and primary school language and literary educators are teaching an erroneous psychology of emotionally driven behavior that later becomes an unquestioned linguistic doctrine sabotaging academic awareness and understandings in literature, sociology, religion, psychology, psychiatry, medicine, philosophy, law, and criminal justice.

For the athlete, this erroneous and dis-empowering linguistics of emotionally driven behavior must be re-structured into an empowering, good-feeling, and natural cognitive-emotional re-processing linguistics of strength, speed, stamina, agility, cunning, and success.

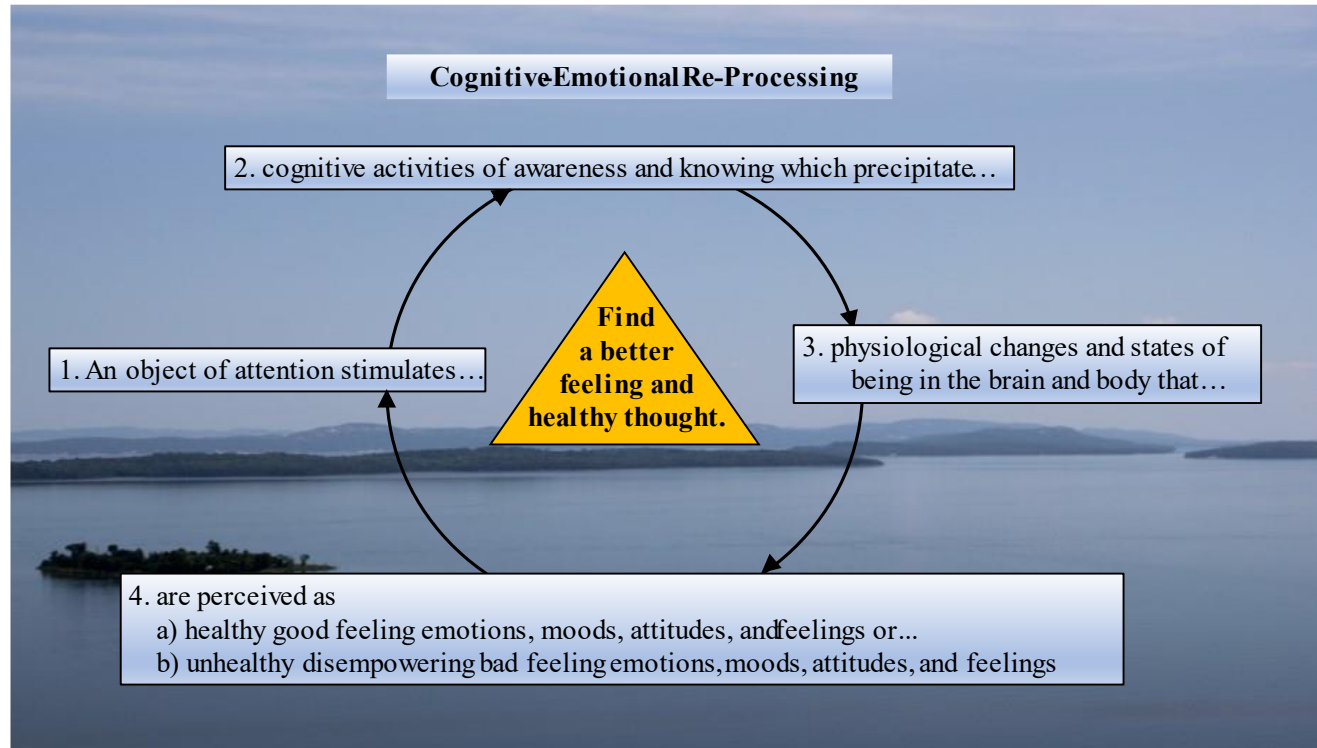
“Cognition” is the processes of awareness and knowing, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving where understanding and comprehension (of thoughts, ideas, and beliefs) can project future consequences and events



Before we begin, I want to reiterate that the terms cognitive and cognition refer to activities and processes of awareness and knowing of the mind, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving where understanding and comprehension (of thoughts, ideas, and beliefs) can project future consequences and events.

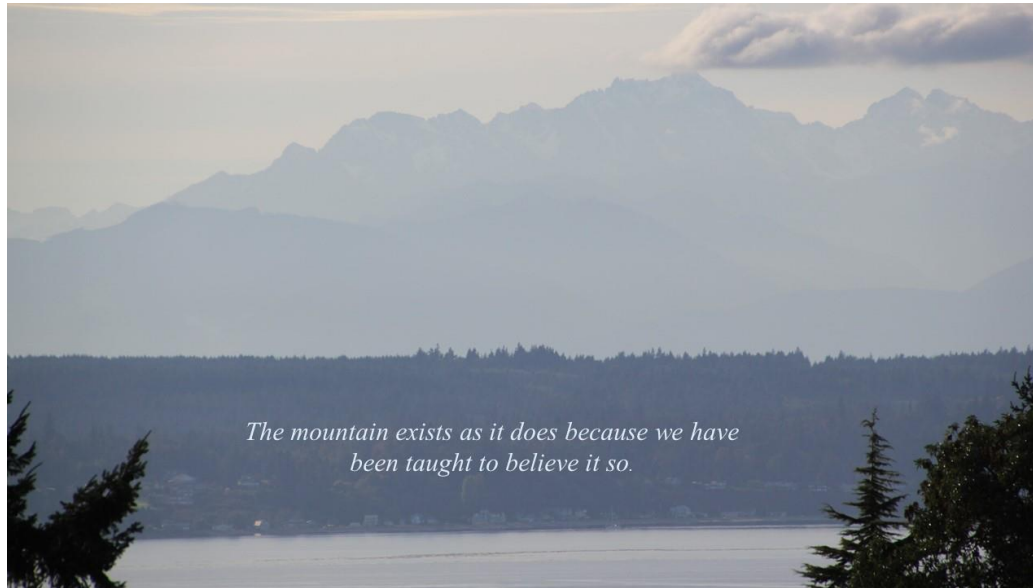


I also want to state that I group emotions, moods, attitudes, and feelings together because they either feel good as an evolved indicator of a healthy biochemical and neurological physiology or feel bad as an evolved indicator of an unhealthy biochemical and neurological physiology.



Does a coach or an athlete have the cognitive-emotional awareness to understand that bad feeling emotions, moods, attitudes, and feelings are evolutionary indicators of a disempowering, disabling, and ineffective neurological and biochemical physiology? And then does the coach, or athlete have the capacity to re-process their disempowering emotionally negative cognitions, especially during the heat of competition on the field of play, into empowering emotionally positive cognitions that correlate with a healthy biochemical and neurological physiology that precipitates the strength, speed, stamina, agility, reflexes, cunning, and success and the actualization of a superior, world-class performance?





We all have been taught what a mountain is and because of this we have a common belief that the mountain exists independently of our observation of it. ***But the mountain exists as it does because we have been taught to believe it so.***

The mountain range I am going to talk about is a 3000-year-old erroneous paradigm of emotionally driven behavior. When a person talks about emotion, because of our language and literary background, or maybe for today's generation I should say video background, we, as a collective consciousness, have a neurolinguistic programming of emotionally driven behavior. That is, emotions drive behavior. Therefore, aberrant, and dangerous emotions are responsible for destructive behavior and acts and must be controlled, managed, and regulated, even with the use of pharmaceuticals. In this presentation, I will layout this accepted misunderstanding of emotions and how emotions are typically part of decision-making and then challenge the viability of that mountain.

Understanding the power of emotions and what that power is, is vital for every coach and athlete to successfully compete, no matter what their sport and what their position is in that sport.

Not until emotions are understood, will their true power be revealed.

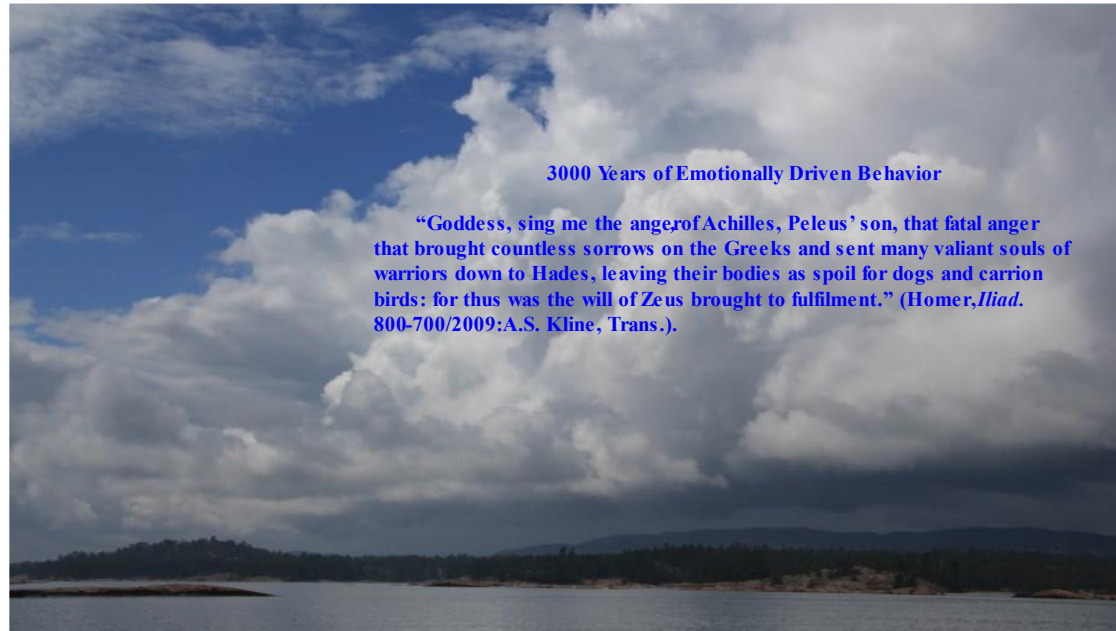


Life experience gives us a visceral understanding to our awareness. ***Emotions bring another dimension to our cognitive experience.*** A person can logically say that the wind is blowing 20-25 knots, but what does that mean emotionally? What emotions does this scene conjure up? For those who have never lived on the water, I will highlight some tell-tale markers.

Notice the dark water and the white caps forming. Look at the Canadian Flag on the blue boat. Seems to be a party going on in that boat.... Is there anything to worry about? Notice the strain on the anchor lines in front of each boat going into the water. Is our anchor set well enough that we will not drag anchor and end up on the rocks? Or in this case there is another boat behind us that we would hit.

Here I am talking about how our emotional reaction to cognitive activities of the mind influences behavior. Emotionally driven behavior and emotional control are ideas created with the dawn of civilization.





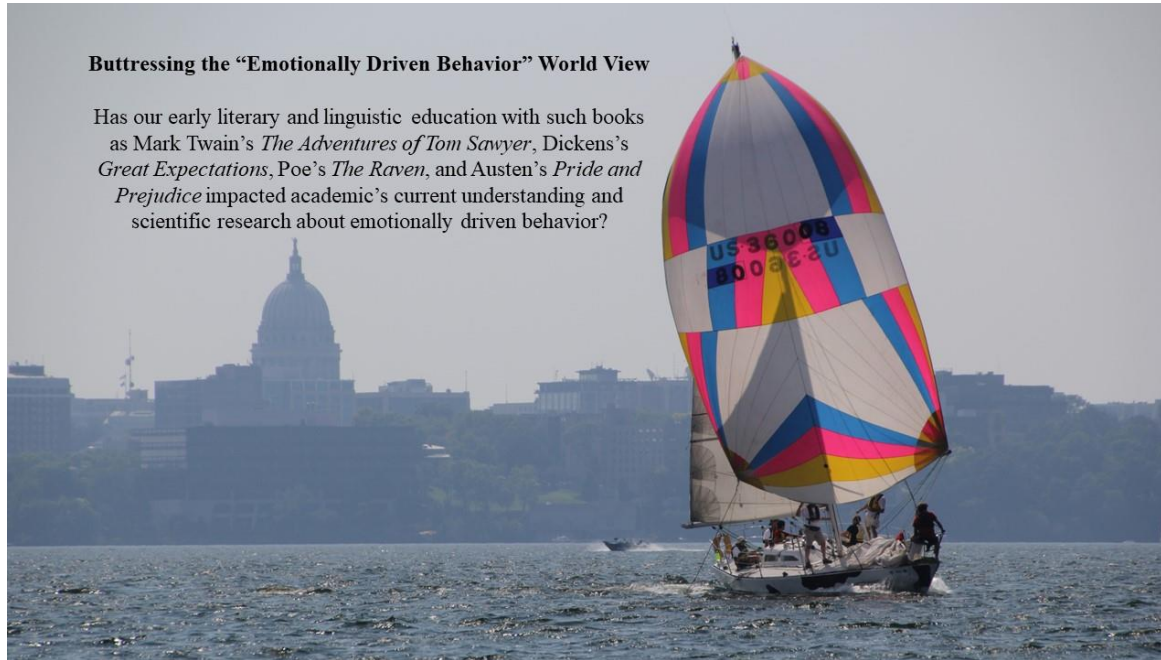
This is the first line of the “*Iliad*” written by Homer around 800-700BCE. Homer’s “*Iliad*” is believed to be inscribed from the folklore of that era.

***“Goddess, sing me the anger of Achilles, Peleus’ son; that fatal anger that brought countless sorrows on the Greeks and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfilment.”***

Achilles **anger** brought countless sorrow on the Greeks; Achilles’ **anger** sent many valiant souls to Hades. Achilles **anger** drove him. We have had **3000 years of emotionally driven behavior**.... And noticed that this emotionally driven behavior is the will of the gods.

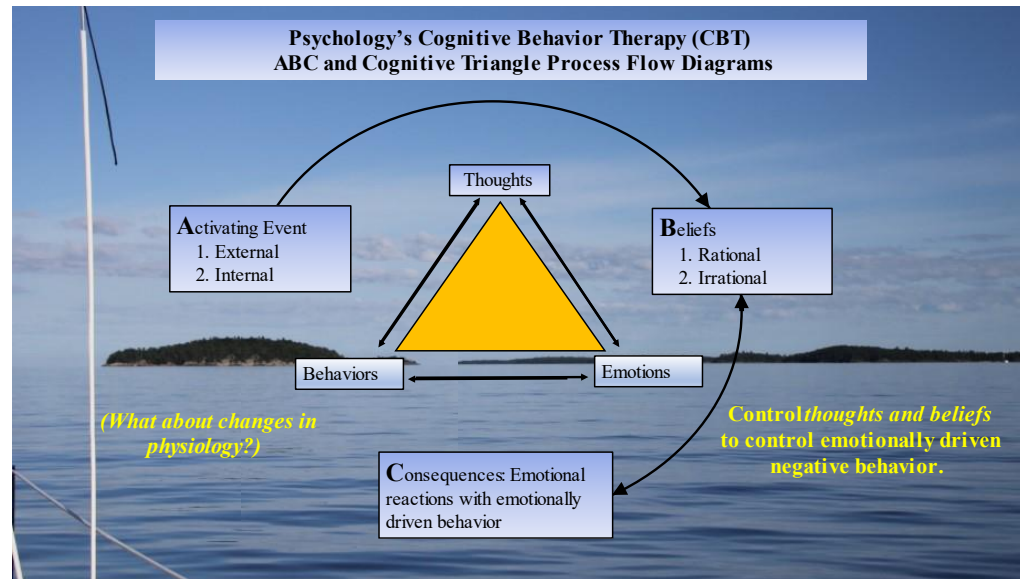
**Buttressing the “Emotionally Driven Behavior” World View**

Has our early literary and linguistic education with such books as Mark Twain’s *The Adventures of Tom Sawyer*, Dickens’s *Great Expectations*, Poe’s *The Raven*, and Austen’s *Pride and Prejudice* impacted academic’s current understanding and scientific research about emotionally driven behavior?



***Our early literary and linguistic education with such books as Mark Twain’s “The Adventures of Tom Sawyer,” Dickens’s “Great Expectations,” Poe’s “The Raven,” and Austen’s “Pride and Prejudice” impacts our current understanding and scientific research about emotionally driven behavior.***

As a student learns to read and understand what is written in these books, they must embrace the linguistics of emotions driving behavior and the need for emotional control. As a student advances in their collegiate career and encounter more involved emotional linguistics, say in the works of Shakespeare, or studies in sociology, psychology, religion, and medicine, the language of emotionally driven behavior, emotional disorders, and the need for emotional control, management, and regulation becomes automatic, a habit, an unchallenged foundation of our culture and society.



Here are two diagrams typically used to understand emotions and cognitive behavior therapy: the ABC diagram and Cognitive Triangle. Both illustrate a cause-and-effect relationship between thoughts, emotions, and behaviors. Cognitive Behavior Therapy is one of the most researched and studied therapies and has proven over and over to be effective in treating emotional disorders like depression.

The outside ABC circular diagram is a typical schematic of cognitive behavior therapy's cause and effect process flow where, starting at the left, *an external or internal activating event* is processed through a person's *rational and irrational thoughts and beliefs* which then produce *emotional reactions with emotionally driven behavior consequences*. To feel better and to change their emotionally driven behavior, a person needs to re-evaluate their beliefs.

The Cognitive Triangle in the middle is illustrating a different cause-and-effect flow process between *thoughts, emotions, and behaviors* and how they all influence each other and how *logic and reason is used to evaluate irrational thoughts and beliefs to control emotions that drive behavior*.

But something very fundamental and significant is left out of these process flow charts and psychology's linguistic paradigm of emotional control, management, and regulation; *what about changes in physiology?*

**Psychology's Linguistic Paradigm of Emotionally Driven Behavior and Control**

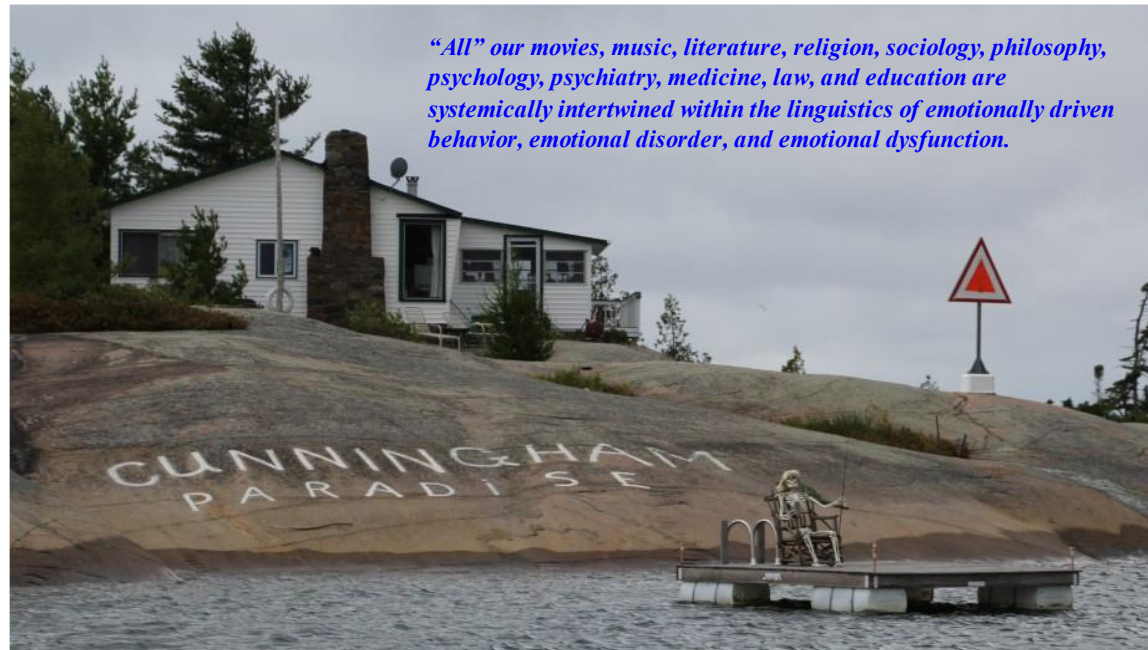
The current linguistic psychology of emotions in literature, religion, sociology, philosophy, medicine, law, and education understands emotions as potentially aberrant, dangerous, and untrustworthy because emotions, moods, attitudes, and feelings can drive destructive behavior and therefore these emotions, moods, attitudes, and feelings must be controlled, managed, and regulated, even with the use of pharmaceuticals.



I want to put Homer's and modern *psychology's linguistics of emotionally driven behavior and control* into a more formal definition:

***The current linguistics of emotions in literature, psychology, sociology, religion, philosophy, medicine, law, and education understands emotions as potentially aberrant, dangerous, and untrustworthy because emotions, moods, attitudes, and feelings can drive destructive behavior and therefore these emotions, moods, attitudes, and feelings must be controlled, managed, and regulated, even with the use of pharmaceuticals.***





Have you heard of these phrases?

*Anger Management*

*Driven by anger*

*Driven by love*

*You need to control your emotions.*

*Crimes of passion.*

*Acts of revenge*

*Emotional disorders such as Depression, Mania, Bipolar disorder?*

***Our movies, music, literature, religion, sociology, philosophy, psychology, psychiatry, medicine, law, and education are systemically intertwined within the linguistics of emotionally driven behavior, emotional disorder, and emotional dysfunction.***



**World View: A World Dominated by Emotional Reactions and Emotionally Driven Behavior**

1. Aberrant and dangerous emotions drive destructive behavior
2. Emotions must be controlled through reason and the cognitive mind
3. Pharmaceutical emotional control

We have a *world view of emotional reactions and emotionally driven behavior* where:

1. *Aberrant and dangerous emotions drive destructive behavior*
2. *Emotions must be controlled through reason and the cognitive mind*
3. And if that is not effective, we have *pharmaceutical emotional control*





We have had 3000 years of emotionally driven behavior and emotional control... at least since Homer's *"Iliad"* and Brad Pitt's *"TROY"*.

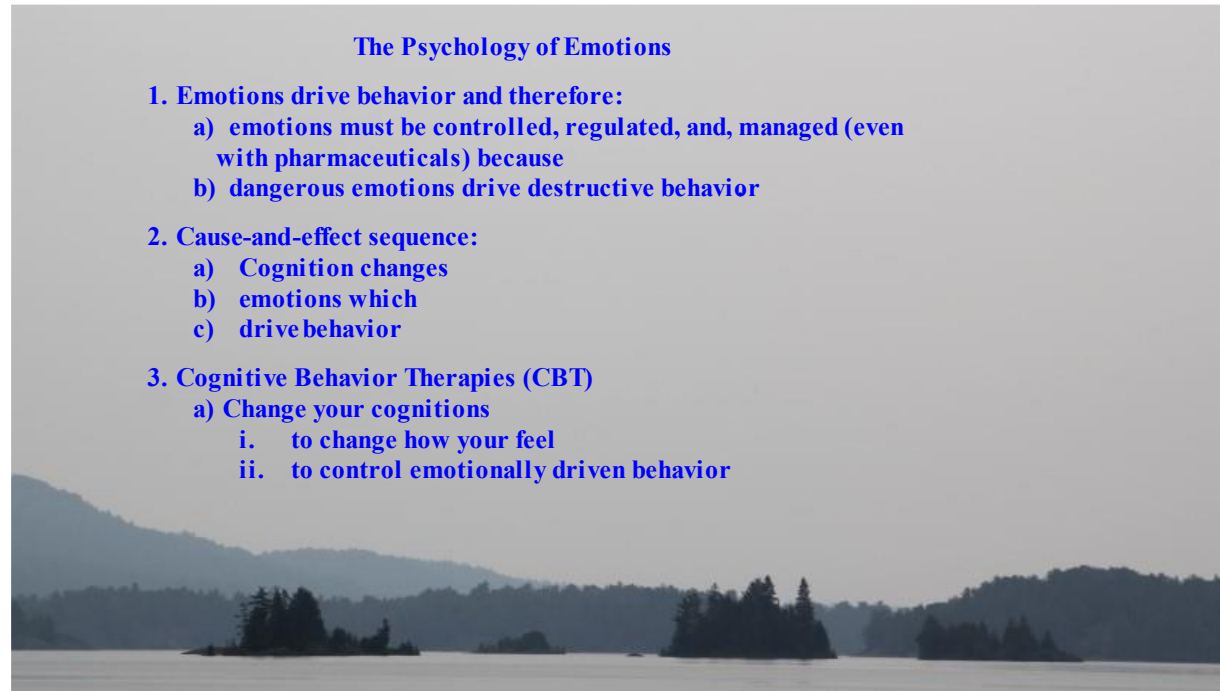
But *do emotions really drive behavior?* Maybe the emotion-behavior relationship is not one of cause and effect but a correlation. Maybe emotions are just a reflection of behavior like a wind vane reflects the direction of the wind? And, if emotions do not drive behavior, can emotions be "destructive" and need "controlling"?



Let us look at emotions from another perspective:

***Emotions, moods, attitudes, and feelings are the knowing and awareness of feeling-good and feeling-bad perceptions of neurological, biochemical, and physiological changes and states of being within the brain and body.***

Jesse J. Prinz gives a well-thought-out discussion of this aspect of emotions in his book “*Gut Reactions: A Perceptual Theory of Emotions.*” He is a Distinguished Professor of philosophy at the Graduate Center of the City University of New York.



The current psychology of emotions is that:

- 1) emotions drive behavior and therefore: emotions must be controlled, regulated, and, managed (even with pharmaceuticals) because dangerous emotions drive destructive behavior.
- 2) the cause-and-effect sequence is: cognition changes emotions which drive behavior. And therefore,
- 3) in cognitive behavior therapies (CBT): a person changes their thoughts to change how they feel and to control their emotionally driven destructive behavior.

**“Emotionally Driven Behavior” Is a Conceptual Shortcut:**

- 1. Does not acknowledge changes in physiology of**
  - a) the brain
  - b) and body.
- 2. Does not understand our brain and body as an electro-biochemical unit where**
  - a) A highly orchestrated set of electro-biochemical charges are sent out
  - b) From the brain
  - c) Thru the nervous system that is
  - d) Causal to our physical motion and behavior acts
- 3. Stated more succinctly emotionally driven behavior means**
  - a) emotions change
  - b) the physiology
    - i. in the brain
    - ii. and body
  - c) that drives behavior

Our literary linguistics of “emotionally driven behavior” is a conceptual shortcut that (1) does not acknowledge the role of changes in physiology of the brain and body. And (2) does not understand our brain and body as an electro-biochemical unit, where a highly orchestrated set of electro-biochemical charges is sent out from the brain thru our nervous system that is casual to our physical motion and behavior acts. Or (3) stated more succinctly: emotionally driven behavior means emotions change the physiology in the brain and body that drives behavior.

### Integration of Current Emotional Paradigms

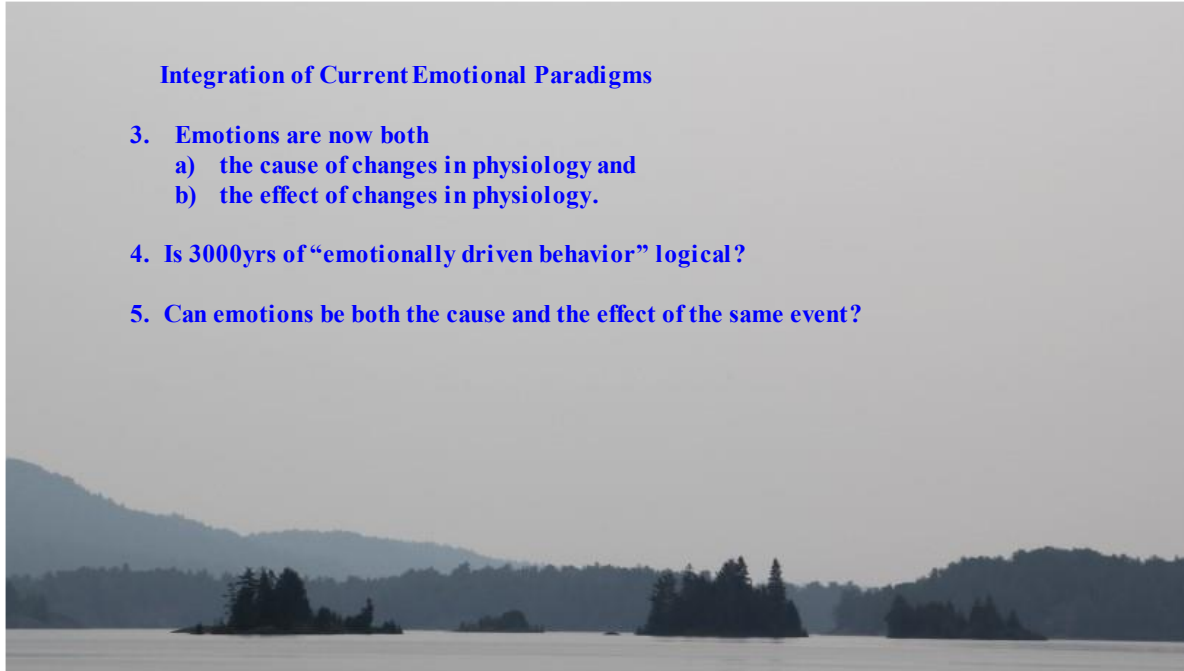
1. Integrate:
  - a) Psychology of emotionally driven behavior and control
    - i. Emotions change physiology that drives behavior
    - ii. Therefore, dangerous emotions must be controlled, regulated and managed
    - iii. CBT: change your cognitive activities to change emotionally driven behavior
  - b) Psychology of emotions as the perception of
    - i. Biochemical, neurological, physiological changes and states in the brain and body
2. New cause-and-effect sequence in emotionally driven behavior is:
  - a) cognition changes emotional state of being, which
  - b) precipitates the changes in physiology which
  - c) drives behavior and are
  - d) perceived as emotions.



If 1) we integrate the psychology of emotionally driven behavior and control with the philosophy of emotions as a perception of biochemical, neurological, and physiological changes and states in the brain and body, then 2) the new cause-and-effect sequence in emotionally driven behavior is a) cognition changes emotional state of being which, b) precipitates changes in physiology which c) drives behavior and, d) are perceived as emotions.

**Integration of Current Emotional Paradigms**

3. Emotions are now both
  - a) the cause of changes in physiology and
  - b) the effect of changes in physiology.
4. Is 3000yrs of “emotionally driven behavior” logical?
5. Can emotions be both the cause and the effect of the same event?



Emotions are now both the cause of changes in physiology and the effect of changes in physiology.

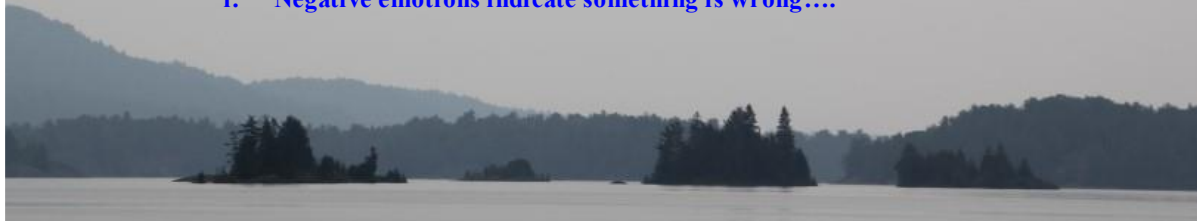
Is 3000yrs of emotionally driven behavior logical?

Can emotions be both the cause and the effect of the same event?



**Instead of Emotion Precipitating the Physiology that Drives Behavior**

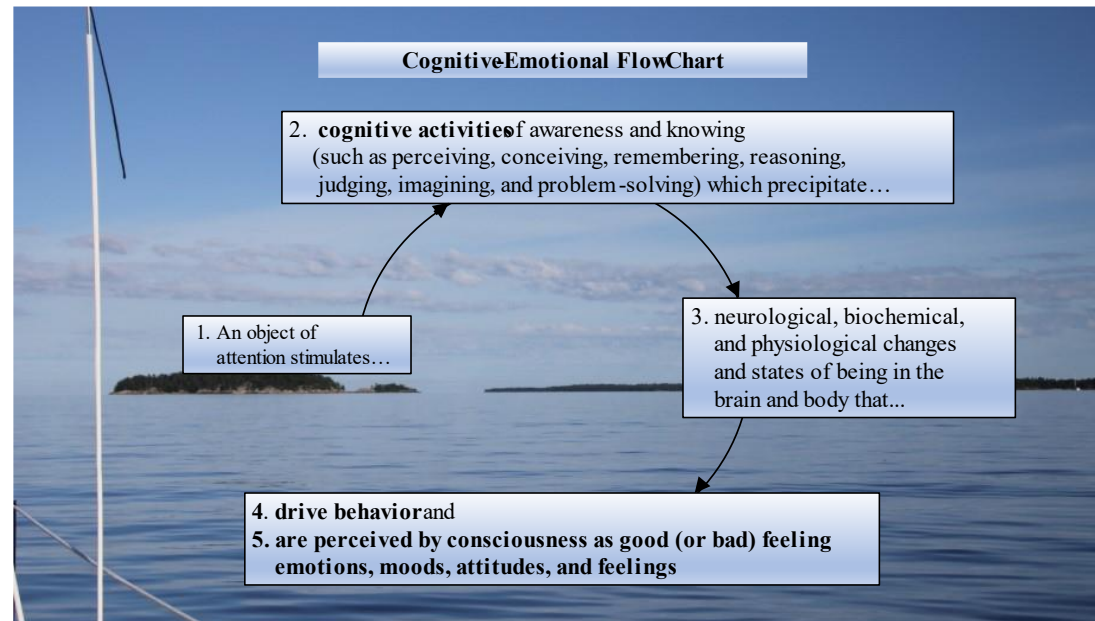
- 1. Cognition Precipitates the Physiology that Drives Behavior:**
  - a) Cognition precipitates
  - b) changes in physiology which
  - c) drives behavior and are
  - d) perceived as emotions
- 2. Emotions do not drive behavior, cognition does**
- 3. Cause and effect vs. correlationrelationship**
  - a) Negative emotions are an effect like the check engine light on the dashboard of a car
    - i. Negative emotions indicate something is wrong....



There is a logical solution to this illogical sequence. Instead of emotions precipitating the changes in physiology that drives behavior, cognition precipitates the changes in physiology which drives behavior and, are perceived as emotions.

Emotions do not drive behavior cognition does. Emotions do not have a causal relationship to behavior but a correlation relationship.

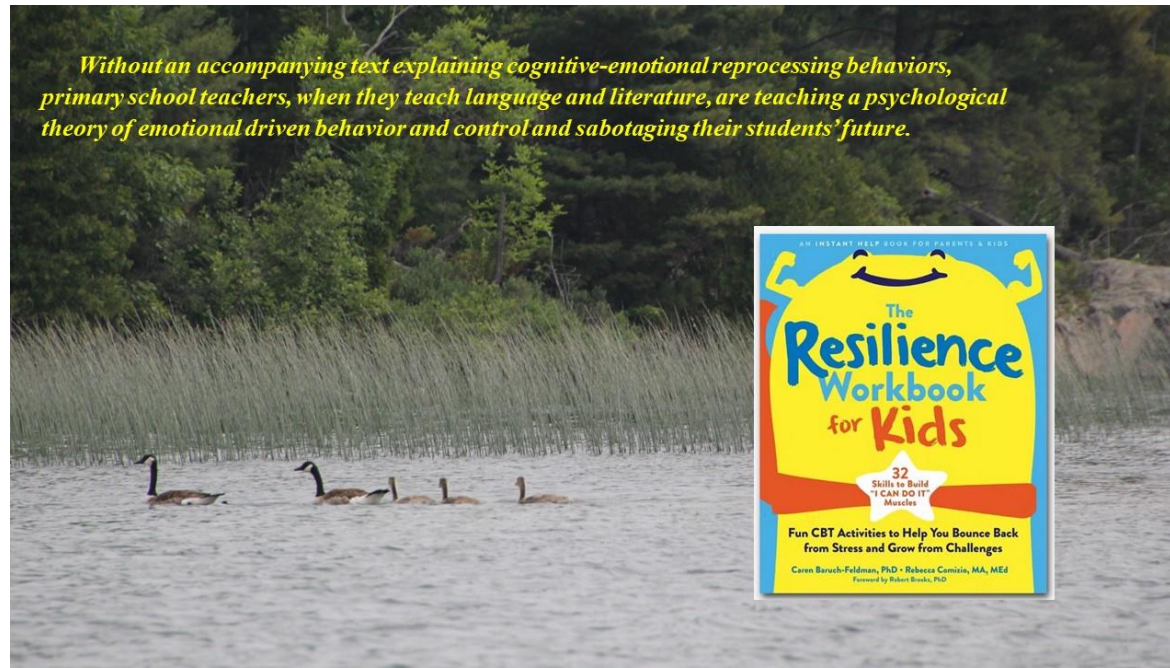
Emotions reflect and give meaning and another dimension to the cognitive behaviors and activities going on within the mind that do drive behavior. Negative emotions are like the “check engine light” on the dashboard of a car indicating to the driver that there is a problem within the engine.



What happens when we integrate changes in physiology to psychology's ABC and Cognitive Triangle flow charts?

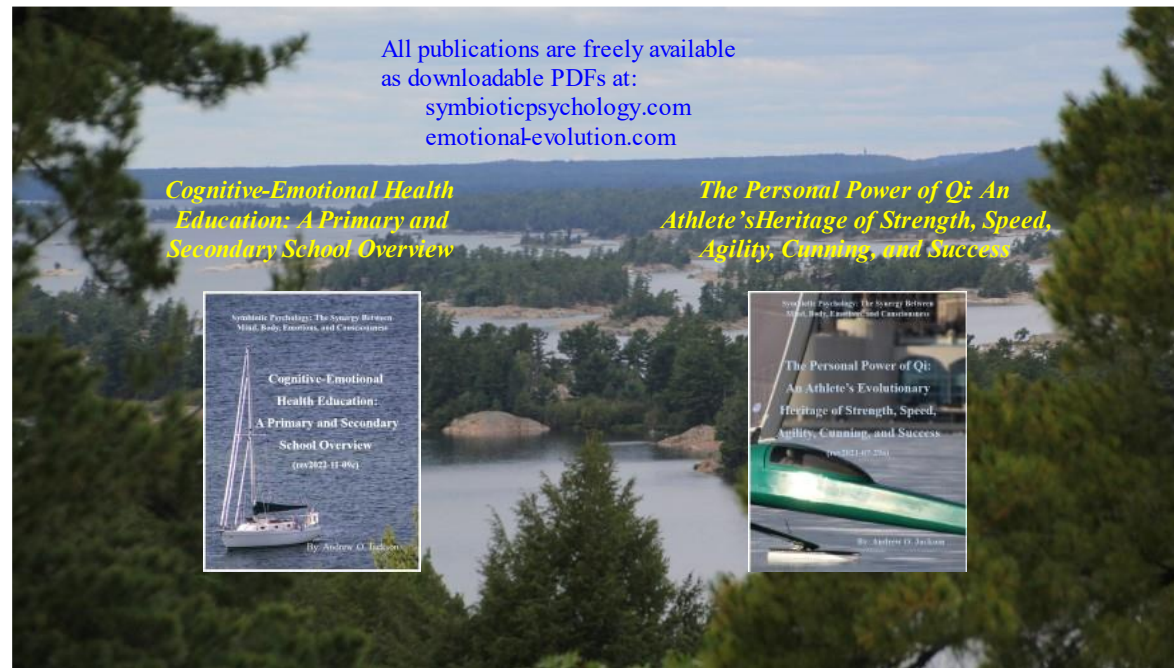
Starting at (1), an object of attention stimulates (2) cognitive activities, which (3) precipitate physiological changes that (4) drive behavior and (5) are perceived as emotions.

Emotions do not drive behavior, cognition does because cognition, not emotion, precipitates the changes and states of neurology, biochemistry, and physiology that drives behavior and is perceived as emotions. Emotions are not causal, but an effect. Emotions are not aberrant and dangerous because they do not drive behavior. And more importantly, emotions are not in need of regulation, control, and management, especially with pharmaceuticals. This would be equivalent to forcibly move a wind vane by hand to change the direction of the wind.



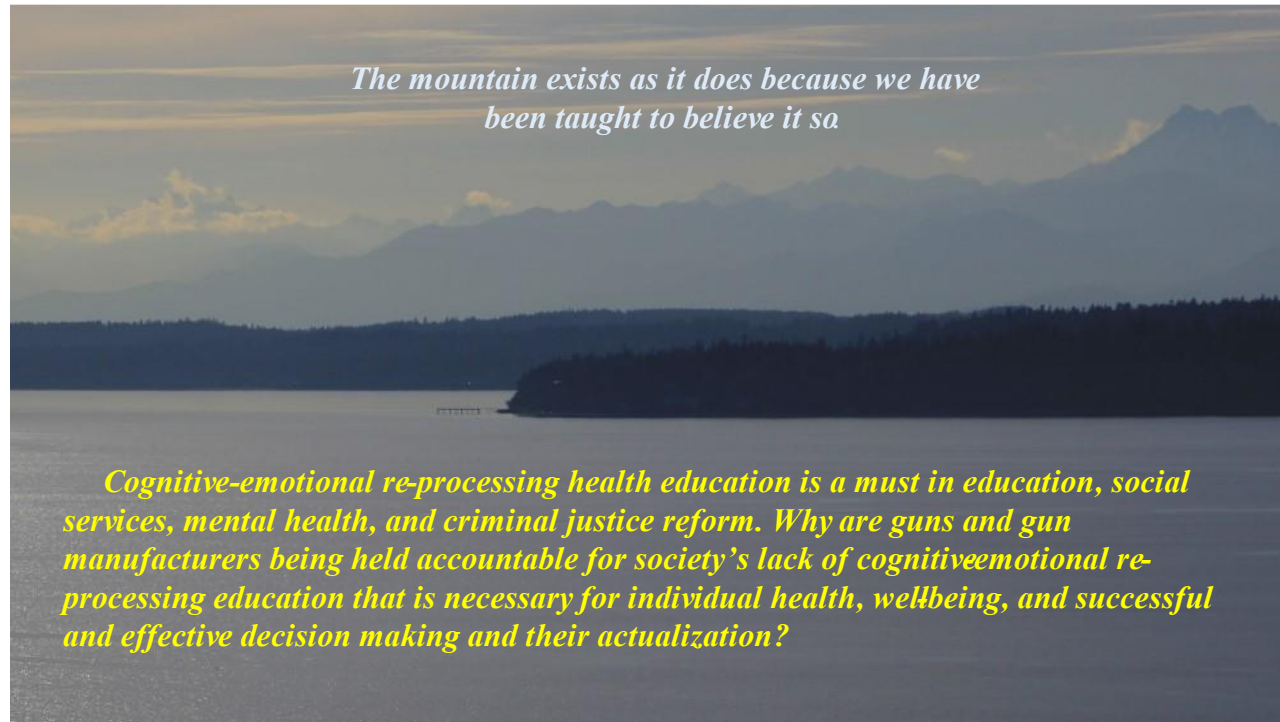
*Without an accompanying text or explanation of cognitive-emotional reprocessing behaviors, pre-school and primary school language and literary educators are indoctrinating their students with an erroneous psychological linguistics of emotional driven behavior and control and sabotaging their students' future.*

These same teachers can augment their students' emotional awareness and understanding with readily available, age appropriate, cognitive-emotional re-processing content. Caren Baruch-Feldman and Rebecca Comizio have developed a wonderful textbook called “*The Resilience Workbook for Kids: 32 Skills to Build “I CAN DO IT” Muscles.*”



I have written two books on this subject: ***“Cognitive-Emotional Health Education: A Primary and Secondary School Overview”*** and ***“The Personal Power of Qi: An Athletes Heritage of Strength, Speed, Stamina, Agility, Reflexes, Cunning, and Success”***

My publications are freely available as downloadable PDFs from my websites, [symbioticpsychology.com](http://symbioticpsychology.com) and [emotional-evolution.com](http://emotional-evolution.com).



*The mountain exists as it does because we have  
been taught to believe it so*

*Cognitive-emotional re-processing health education is a must in education, social services, mental health, and criminal justice reform. Why are guns and gun manufacturers being held accountable for society's lack of cognitiveemotional re-processing education that is necessary for individual health, wellbeing, and successful and effective decision making and their actualization?*

*Cognitive-emotional re-processing health education is a must in education, social services, mental health, and criminal justice reform. Why are gun manufacturers being held accountable for society's lack of cognitive-emotional re-processing education that is necessary for individual health, well-being, and successful and effective decision making and their actualization?*



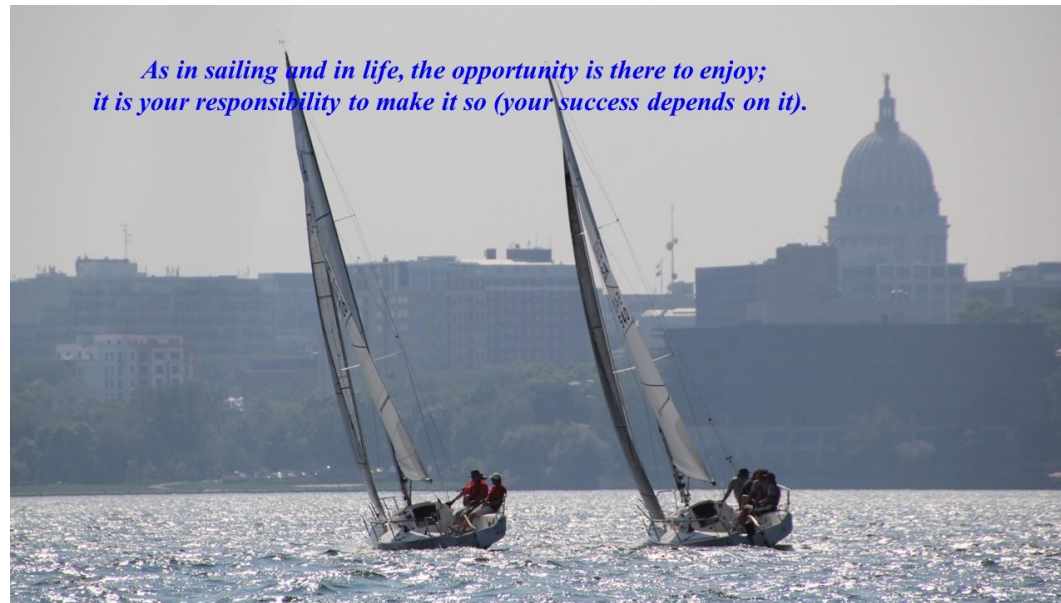


It is time that we evolve out of our ***“Old World” of a literary and linguistic shortcut of emotionally driven behavior and control found in current literature, sociology, philosophy, religion, law and criminal justice, psychology, psychiatry, medicine, and education.***





We are now in a “New World” where *success in sports competition and in life demand an evolved cognitive-emotional re-processing dynamics where emotions are used to guide cognitive behavior to a better feeling, healthier, and more effective state of being.*



*As in sailing and in life, the opportunity is there to enjoy; it is our responsibility to make it so (success depends on it).*

Effective and successful decisions will not be actuated in a vortex of negativity.

Enjoying life is necessary for physical health.

Enjoying life is necessary for mental well-being.

Enjoying life is necessary for effective and successful decision-making.

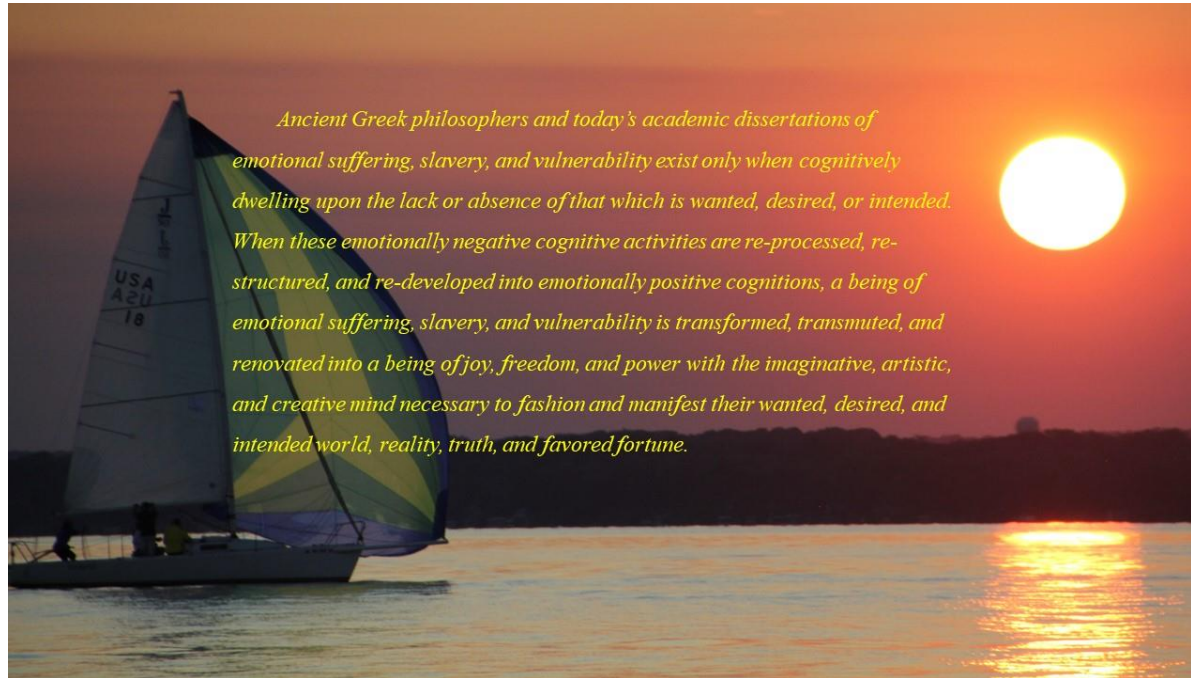
Enjoying life is necessary for the actualization of that which is wanted, desired, and intended.

If an athlete or coach wants, desires, and intends to succeed in sports competition and to have a world class performance, they must enjoy themselves, for within their joy lies the empowered good-feeling neurological and biochemical physiology of the brain and body that is necessary to support and maintain a world-class performance.

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



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



*Ancient Greek philosophers and today's academic dissertations of emotional suffering, slavery, and vulnerability exist only when cognitively dwelling upon the lack or absence of that which is wanted, desired, or intended. When these emotionally negative cognitive activities are re-processed, re-structured, and re-developed into emotionally positive cognitions, a being of emotional suffering, slavery, and vulnerability is transformed, transmuted, and renovated into a being of joy, freedom, and power with the imaginative, artistic, and creative mind necessary to fashion and manifest their wanted, desired, and intended world, reality, truth, and favored fortune.*

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***When joy and good feelings permeate your life, practice, and competition... good things happen.***

I wish you all a successful and joyous life. It is all there for you to enjoy and to make whatever you desire, want, and intend.

Namaste.



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*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.*

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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.

Around 1992, 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.

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