

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

**The Yin-Yang of
Cognitive-Emotional
Dynamics
and the
Personal Power
of Qi**

(rev2024-04-14a)

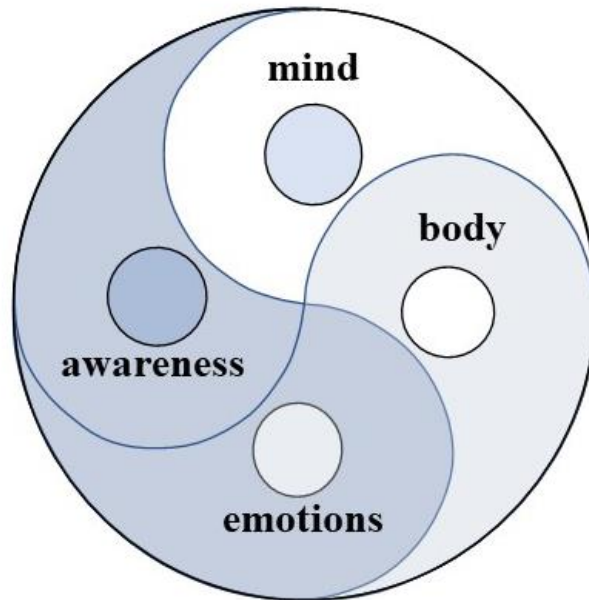
By: Andrew O. Jackson

*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 Yin-Yang of Cognitive-Emotional Dynamics and the Personal Power of Qi

(rev2024-04-14a)

Andrew O. Jackson



Cognitive activities of the mind precipitate the physiological changes and states of being in the brain and body that drive behavior and that are consciously perceived as emotions.

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Publications by Andrew O. Jackson

Cognitive-Emotional Re-Processing Control Paper with Supplements. Symbiotic Psychology Press
Cognitive-Emotional Re-Processing Control, Cultivation, and Education: The Linguistic Semantics of
Cognitive vs. Emotional Dysregulation (15,500-word paper)
Dangers and Hazards of Homer’s Theory of Emotionally Driven Behavior (2,000-word supplement)
Cognitive-Emotional Re-Processing Gymnasium: Unleashing a Student and Athlete’s Evolutionary-
Self of Strength, Stamina, Cunning, and Success (8,000-word supplement)

Cognitive-Emotional Theory: Three Articles and an Essay. Symbiotic Psychology Press
Emotional Feedback: An Evolved Human Cognitive-Emotional Re-Processing, Control, and
Regulatory Mechanism (1,300-word article)
Cognitive-Emotional Development and Cultivation (700-word essay)
Spock’s Reason vs. Emotion: A Fictitious and Dangerous Linguistic Construct of the Human Mind
(1,600-word article)
Article: Dangers and Hazards of Homer’s Theory of Emotionally Driven Behavior (2,000-word
article)

Cognitive-Emotional Health Education: A Primary and Secondary School Overview. Symbiotic
Psychology Press (53,700 words).

*The Personal Power of Qi: An Athlete’s Evolutionary Heritage of Strength, Speed, Agility, Cunning, and
Success.* Symbiotic Psychology Press (46,200 words).

Personal Power of Qi: “BAGUBA” Training and Conditioning Manual for All Athletes and Coaches.
Symbiotic Psychology Press

The Yin-Yang of Cognitive-Emotional Dynamics and the Personal Power of Qi (Outline). Symbiotic
Psychology Press (4,400 words)

Dark Night of the Full Moon: School of Hard Knocks. Symbiotic Psychology Press (16,000 words).

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Cover Photo: Two 38ft long A-scows are in a tacking duel to finish a race on Lake Mendota, in Madison, Wisconsin, USA. On their next meeting, the boat that is behind will have right-of-way and may come out ahead. A-scows do not have a ballast keel but use alternating lee-boards, crew weight, and sail trim to keep “the pointing end up”. They were developed on the inland lakes of mid-America in the late 1890s. To reach regattas on different lakes, these boats were transported by horse and wagon, and rail car. Photo courtesy of Andrew O. Jackson.

When you have experienced the living Universe, you will understand the eastern dojo tradition of paying respects to the day, venue, and competition you have just enjoyed (or not). The opportunity was there to enjoy, it is your responsibility to make it so.

Reference: Hideki Matsuyama's caddie, Shota Hayafuji, bow in respect to Augusta National following their 2021 Masters victory.

Dear Sports Enthusiasts and Coaches,

Current principles of psychology, sports psychology, and Zen teachings of a sport are based on a faulty premise that aberrant and dangerous emotions exist and that these emotions are causal to the biochemical physiology that drives dysfunctional behavior. Because of this false belief in the debilitating nature of emotions, emotions simply cannot be trusted and debilitating emotions must be controlled, managed, and regulated, even with the use of pharmaceuticals.

But emotions do not precipitate the biochemical physiology that drives behavior, cognition does. Instead of “dangerous and aberrant emotions” being controlled by cognition, dangerous and aberrant cognitive behavior is guided towards an individual’s health, well-being, and success by understanding and trusting emotional awareness. Emotions change because of the causal effects of cognitive behavior on an individual’s biochemical physiology.

Symbiotic Psychology honors the synergistic relationship between mind, body, emotions, and consciousness that has evolved over millions of years. Emotions, moods, attitudes, and feelings 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.

The following publication 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. The game of golf is used because its play is conducive to segmenting the YinYang, cognition-emotion re-processing flow, and the personal power of Qi into natural topics for conversation.

Passionately,

Andrew O. Jackson



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.

Because joy has an evolved correlation with health, well-being, and success 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 possibly disastrous consequences.

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

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.*

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.

Each person has a responsibility to re-process their own cognitive-emotional behavior into a healthy, more competitive, and better feeling place.

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

Cognition addresses the processes of knowing and awareness, such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving. Where cognitive understanding, comprehension, and imagination can project future consequences and events, emotions represent one's alignment, creation, and rendezvous therewith.

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.

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

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

*The body's movement, motion, and action 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 consciousness that then has the capacity to respond to the demands needed for those extra-ordinary performances required in competition.

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.

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

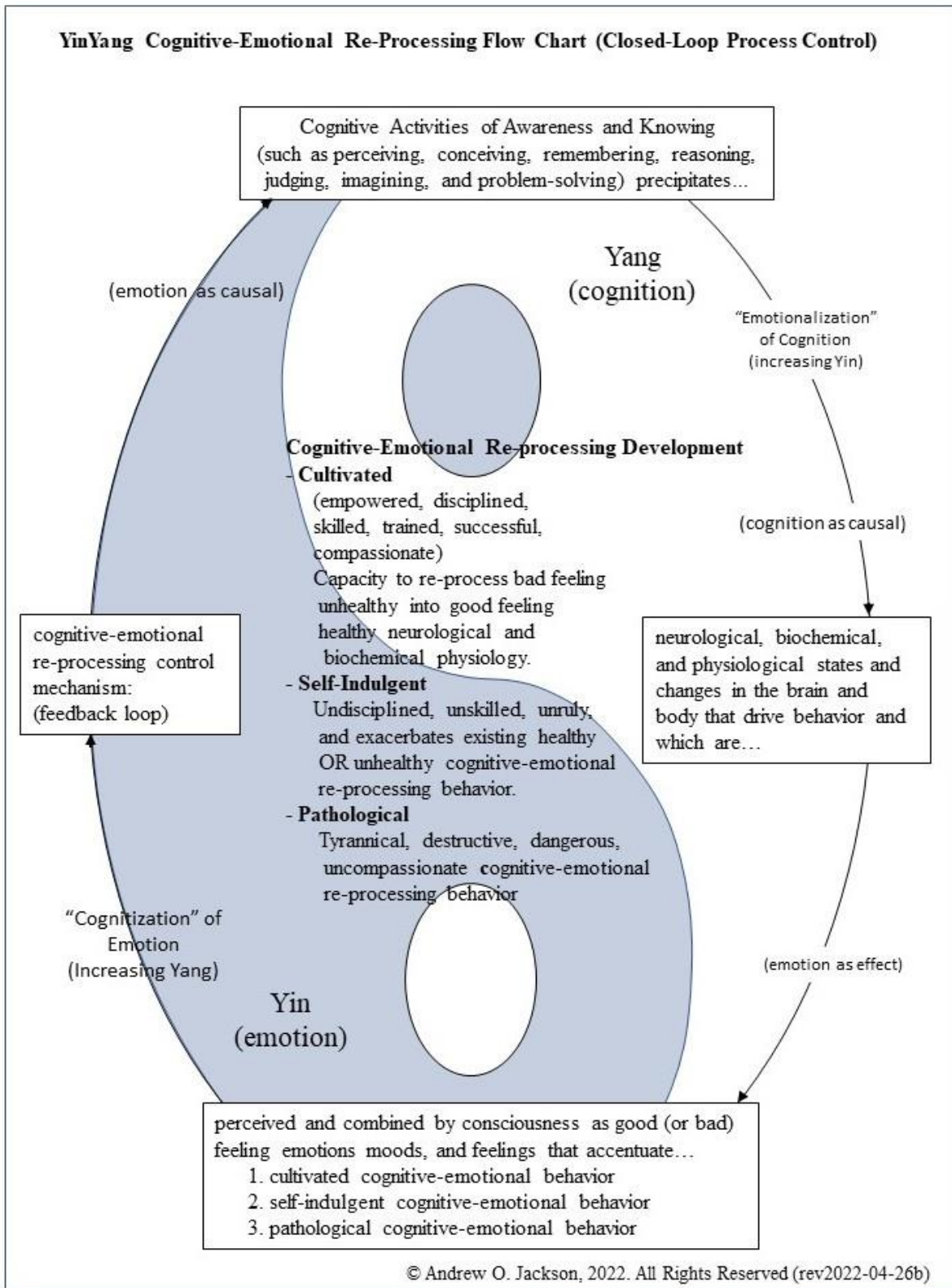
The outcome of a competition, or conflict in life itself, matches the cognitive-emotional state of being of the victor and the loser. The play of the game is just an opportunity to determine who has the greater capacity to remain in which state.

Emotion does not drive behavior as literature portrays in its poetic dance.

Emotion is first an effect, a reflection, and awareness within the mind providing another dimension to its cognitive memories, thoughts, beliefs, logic, and imaginations that precipitate the neurological and biochemical physiology in the brain and body that is driving behavior.

*The linguistic semantics of emotional control, as commonly used in literature, religion, science, law, and philosophy, means to manage, restrict, and regulate emotions because emotions are perceived as **causal** to neurological, biochemical, and physiological changes within the brain and body that drive behavior. Within the linguistic semantics in engineering control theory, emotional control means emotions are being regulated and managed as an end product of a system. Emotions are the result of, a consequence of, or **an effect** of cognitive behavior precipitating the individual's neurological, neurological, and biochemical physiology in their brain and body. Where emotions have traditionally driven self-indulgent behavior, emotions are now being cultivated as feedback to enhance healthy, constructive, and successful behavior.*

YinYang Cognitive-Emotional Re-Processing Flow Chart (Closed-Loop Process Control)



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

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.

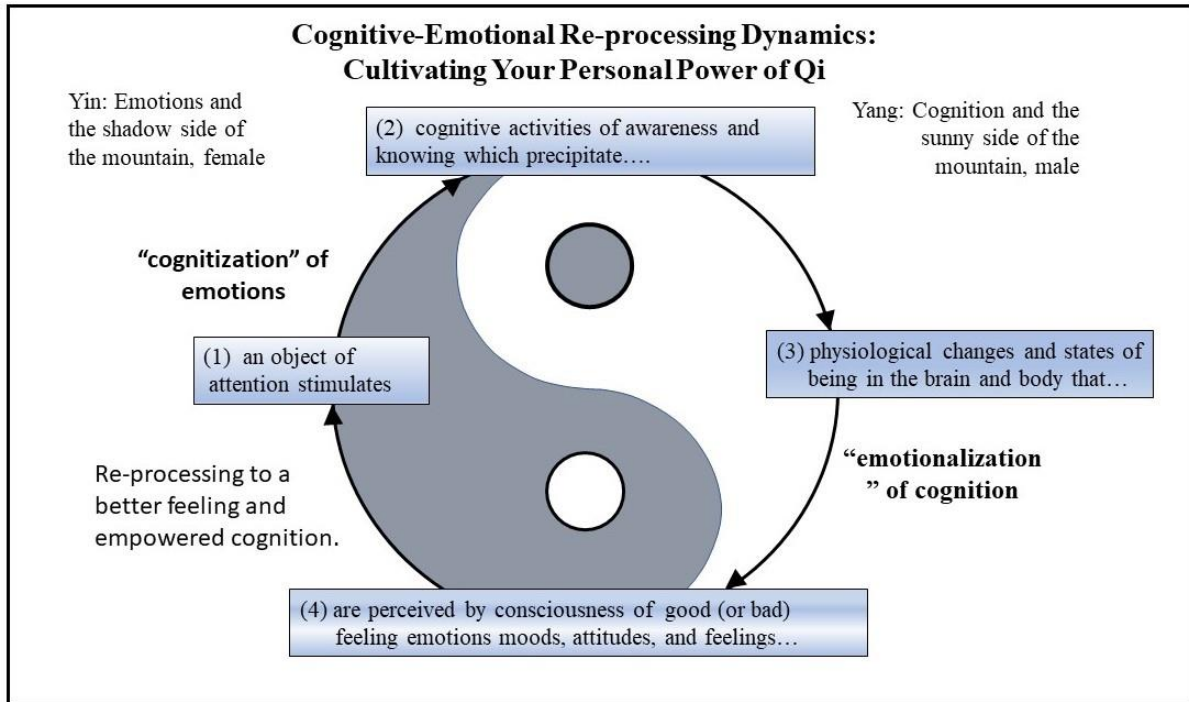
If an athlete learns how to harmonize their cognitive activities with their emotions to feel good, they have the capacity to reach through time and space and attract the necessary ingredients and circumstances for their success, including luck.

*The 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?*

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

Notes:

1. This outline format is intentionally designed to enhance the contemplative essence of learning, understanding, and knowing. If the feeling of knowing cannot be established, let it stew awhile. Also, be cognitive-emotionally mindful of your state of being. Part of the processes is to establish an internal calm and peaceful state before beginning these exercises.
2. Off season cognitive-emotional reprocessing is a must to establish cognitive-emotional awareness habits to find and maintain empowered, good-feeling states of being.
3. In season cognitive-emotional re-processing practice, in a general sense, is to find and maintain empowered, good-feeling states of being within a competition environment.
4. Think It, Feel It, Know-You-Know It, Allow It, and It Happens is a 5-Step Process for each segment of time of intention. In basketball, a time segment of intent is to pass-the-ball. Another is the basketball shot. In golf, the swing to hit the ball is a time segment of intent. Shooting baskets or hitting the ball can not become a habit without these 5 steps.
5. The 5-Step Process must become a habit and reflex within each act (move, shot, play, etc.) in practice before competition.
6. The 5-Step Process will distill down to “a feeling”, “a knowing,” a “knowing-feeling.” All of these “notes” and “outlines” are un-important means to get that good feeling-knowing place where “you-know-you-know” what to do to be successful.
7. To be successful, an athlete must be able to establish “the knowing-feeling” for every segment of the competition.
8. Golf allows time to cognitive-emotionally rehearse the event during the competition. In basketball, the free-throw allows a cognitive-emotional rehearsal run-through before the shot. In alpine ski racing, each gate has an entrance, rounding, and exit, each with its own segment-of-time intent and there can be 60 gates or more which makes for one race can have 180 segments-of-time intention to be executed in 60 seconds. But they all can be distilled down to a single “feeling of knowing”.
9. Most competitions demand that the 5-Step Process becomes a reflex. That is what in-season practice is for.
10. Off-season practice means every segment of the day is an opportunity to 1) establish a time-segment of intent, and 2) find a good-feeling place to proceed with carrying out that intent.



The Cognitive-Emotional Relationship? (Jackson, 2023a)

- A. Physiological significance of feeling good and feeling bad
 - a. Good feeling emotions, moods, attitudes, and feelings have an evolved correlation with a healthy, vibrant, strong, agile, aware, and even creative biochemical physiology.
 - b. Bad feeling emotions, moods, attitudes, and feelings have an evolved correlation with an unhealthy, lethargic, weak, unaware, and inflexible biochemical physiology.
 - c. Humans have evolved to feel good!
 - d. Performance is directly impacted by a person’s cognitive-emotional state of being! An athlete, golfer has to feel good to excel.
- B. Cognition
 - a. Reason/logic, thinking/thought, dreaming, inspiration, perception
 - b. That which goes on between the ears
- C. Emotions, moods, attitudes, and feelings
 - a. They are felt, something you feel
 - b. They are the perception of neurological, biochemical, and physiological changes and states of being within the body and brain
 - c. They are precipitated by cognitive activities
 - i. Emotions generally have a known cognitive thought component (Smith, 2016)

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- ii. Moods and attitudes are long term (weeks, months) and may or may not have a known cognitive thought component
 - iii. Feelings are abstract and any associative cognitive activities may only be vaguely determined
- D. 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 years has the golfer spent re-processing dis-empowering, bad feeling cognitions into empowering, good-feeling cognitions that signify health, well-being, and effective and successful acts and decision-making prowess and their actualization.
 - i. 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
 - ii. 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
 - c. 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

Think It, Feel It, Know You Know It, Allow It, and It Happens

1. Think It
 - 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
 - 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. Intent
 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. Focus is within the mind
2. Feel It
 - a. Emotional Awareness

- i. Be mindful of emotions, moods, attitudes, and feelings
 - ii. Significance of emotions, moods, attitudes, and feelings
 - 1. Empowering (feels good)
 - 2. Dis-empowering (feels bad)
 - iii. Cognitive-Emotional Reprocessing
 - 1. Re-process cognitions to feel good state of being
 - b. Find the empowered, good feeling awareness of Intent
 - c. Focus is within the emotional body
- 3. Know You Know It
 - a. Silent mind of knowing what to do and allowing it all to happen (State of “No-Mind”)
 - b. Feel the Knowing in the body
 - c. It’s a knowing
 - d. It is a feeling
 - e. It is a certainty within the body
 - f. “I know that I know (what to do).” “I can feel it.”
- 4. Allow It
 - a. Allow the knowing
 - b. I am going to allow that knowing to happen
 - c. Feel the swing, do the swing
 - d. Do the feeling
- 5. It Happens
 - a. When the music plays, I got to dance. My body just has to move.
 - b. In basketball, pass the ball around until the ball has to be shot.
 - c. The energy built up in the body just has to be released. I got to do it.
 - d. It happens

The Yin (emotion) Yang (cognition) of Golf

- 1. The transitions between reason (think it), feeling (feel it), knowing (know-you-know it), and allowing.
 - a. 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
 - 2. Know the swing
 - 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 swing
 - b. Address the course (standing behind the ball towards the hole)
 - i. Breath In (mind)
 1. Re-establishing intent for the stroke
 - ii. Breath Out (feeling)
 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 (feeling)
 1. Feel the knowing and allow
 - a. Walk to address the ball
 - c. 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 feeling
 3. Breath In
 - a. State of knowing the swing
 4. Breath Out
 - a. State of feeling the swing
 - b. 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
 - iii. It Happens
 1. Has to happen
 2. (I hear the music and I have to dance.)
2. Strolling up to address the next shot: State of non-attachment. Life is good.
 - 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?
-

3. 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. Return 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
 - b. The power of negative thinking
 - i. Use the “what I don't want” to identify and pivot into what I do want
 1. I don't want the ball “there”
 2. The presence and awareness of negative feeling emotions, moods, and feelings
 - ii. State of “what I do want”: Feels good
 1. I want the ball “there”
 2. The presence and awareness of good feeling emotions, moods, and feelings
 - c. 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, 2023b)
 - 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
 - d. Now that the negative cognitive-emotional event is over, it is time to get back to the present circumstances, people, and events.
 - i. Focus on 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?
4. Within every day, there exists a multitude of opportunities to practice the cognitive-emotional wisdom of golf:
 - a. Cognitive-Emotional Re-processing
 - i. Use dis-empowering, negative feeling emotions, moods, attitudes, and feelings to understand that which is not wanted nor desired
 - ii. Use that which is not wanted to identify that which is wanted, desired, and intended
 - iii. Transend from dis-empowering, negative cognitive-emotional state to empowered, feeling-good emotions, moods, attitudes, and feelings
 - b. Before acting
 - i. Breathe in (mind; presence of thoughts)
 1. Reason, rational, and intent
 - ii. Breath out (emotions)
 1. Establish the feeling of knowing, allowing, and the actuality of the unfolding event(s)
 - iii. Breath In (cognitization of emotion – going cognitive)
 1. Establishing intent
 - iv. Breath Out (emotionalization of cognition – going emotional)
 1. Establish good feelings
 - v. Breath In (thought)
 1. Rationale and Intent
 2. It is a cognitive thing
 - vi. Breath Out and feel (emotion)
 1. Feel the knowing and then act
 2. It is a feeling (in the body) thing
 - c. Act from an empowered, positive, and good-feeling cognitive-emotional state of being that signifies health, well-being, and effective and successful decision-making prowess (and their actualization)

Reference Reading:

- Jackson, A.O. (2023a). *Cognitive-Emotional Re-Processing Control Paper with Supplements*. Symbiotic Psychology Pres. Symbiotic Psychology Press. (Freely available at <https://emotional-evolution.com/>)
- Jackson, A.O., (2023b). *The personal power of Qi: An athlete's evolutionary heritage of strength, speed, agility, cunning, and success*. Symbiotic Psychology Press. (Freely available at <https://emotional-evolution.com/>)

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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
10. 2021-12-03a: Changed title of applications text to “*Cognitive-Emotional Health Education....*”
11. 2021-12-16a, b: General editing; some re-writing of letter of introduction
12. 2022-03-18a: Edited back cover blurb; added time quote and body movement quote
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15. 2022-06-27a: Re-arranged, edited, deleted, and added to text

16. 2022-08-03 a: Revised paper title to: *Cognitive-emotional re-processing control, cultivation, and education: The linguistic semantics of cognitive vs. emotional dysregulation.*
17. 2022-08-03b: Updated “Publications”
18. 2023-04-26a: Complete overhaul and re-writing.
19. 2024-04-14a: Changed “mind, body, emotions, consciousness” to “mind, body, emotions, awareness”

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.

Cognitive Activities of Awareness and Knowing (such as perceiving, conceiving, remembering, reasoning, judging, imagining, and problem-solving) precipitates...

Yang (cognition)

(emotion as causal)

Cognitive-Emotional Re-processing Development - Cultivated

(Empowered, disciplined, skilled, trained, successful, compassionate)

Capacity to re-process bad feeling unhealthy into good feeling healthy neurological and biochemical physiology.

- Self-Indulgent

Undisciplined, unskilled, unruly, and exacerbates existing healthy OR unhealthy cognitive-emotional re-processing behavior.

- Pathological

Tyrannical, destructive, dangerous, uncompassionate cognitive-emotional re-processing behavior

“Emotionalization” of Cognition (Increasing Yin)

(cognition as causal)

neurological, biochemical, and physiological states and changes in the brain and body that drive behavior and which are...

cognitive-emotional re-processing control mechanism (feedback loop)

“Cognitization” of Emotions (Increasing Yang)

Yin (emotion)

(emotion as effect)

perceived and combined by consciousness as good (or bad) feeling emotions moods, and feelings that accentuate...

1. cultivated cognitive-emotional behavior
2. self-indulgent cognitive-emotional behavior
3. pathological cognitive-emotional behavior