

Lesson Plan

for a

Less Violent Nation

By James E. Campbell M.D.

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Doctor's other books

The Manual: Rapid Relief from Emotional Distress
and
Whose Truth Matters

Teachers and Mental Health: the art of accurate speech and other ways to help
students (children) not become psychiatric patients
and

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Table of contents

Dear Readers:

Lesson Plan (1) Blame & Anger

Lesson Plan (2) Change & Choice

Lesson Plan (2b) Physical
Considerations

Lesson Plan (3) Responsibility &
Accountability

Lesson Plan (4) Core Meanings

Lesson Plan (5) Guilt & Shame

Lesson Plan (5) Control

Additional Lessons for a Smarter
nation

Ways to create a less violent country!

Dear Reader:

My hope is that you are someone who may understand the potential of the information I am sharing with you and will help me spread the concepts to others. I have used the approaches described in this booklet to help hundreds of people deal with feelings of sadness, anger, rage, loss, suicide, and aggression. As a psychiatric resident I was told a doctor could not teach a patient how to get rid of a mental illness. For most of my 52-year working with psychiatric patients, I would have to say that is not completely accurate. There are things people do that create problems for themselves and others whether they are schizophrenic, depressed, anxious or have no psychiatric diagnosis. It is my belief that for little additional expenditure in their training, teachers could help society reduce these experiences to a very large extent. The difference in teaching required to make what I am suggesting more effective is a matter of emphasis, or degree, rather than content. Teachers are already teaching much of what I propose, but they fail to understand the significance and potential of what they are teaching, and they do not practice what they teach. I am sending and giving this booklet to people who I believe have the ability to not only understand the significance of what I am suggesting but also have the ability to help make the ideas more available to society through their own behavior and speech. We are all teachers!

Sincerely,

James E. Campbell M.D.

Lesson Plan (1) for a less violent nation

Violence has been approached historically in many unsuccessful ways. If one looks at outcome (like it was a final exam paper) and gives the attempts a grade on their success, they would get an F.

- Current assessment by CDC says 550,000 children are known to U.S. authorities to have been abused.
- 1 in 4 girls and 1 in 17 boys experience child abuse.
- 1 in 4 women and 1 in 7 men will experience physical abuse by an intimate partner during their life.
- 1 in 3 females and 1 in 7 men experience sexual violence during their life time.
- 1 in 4 females and 1 in 9 men are victims of domestic violence.
- 10 million people fall into the categories of Intimate partner violence, child abuse and elder abuse.

The National Library of Medicine suggests the following are etiologies of violence.

- anger management issues*
- Jealousy*
- low self-esteem*
- feeling inferior*
- cultural beliefs
- personality disorder and psychological disorders
- learned behavior*
- alcohol and drug use.

The * is mine

Some individuals like to hurt others and do so for the sense of power and control it gives them. These individuals, and groups, likely have personality or psychological disorders nourished by their family or cultural beliefs. Alcohol is not so much a cause of violence as it is a facilitator of the anger emotion. It decreases people's judgment and it diminishes individuals' ability to resist aggressive inclinations. An item not on the list is testosterone, the male hormone. Like alcohol, it contributes to the expression of aggression, it does not cause it.

The items listed with an * have similar attributes and can often be corrected with the same approach. The solution for this problem lies more with teachers than with doctors.

In the beginning was the word....

To understand people's aggression toward one another, it is necessary to understand the roll of **blame** and **anger**. These two words do not describe two different things but only two inseparable states of the same thing. Blame describes the mental activity and anger describes the emotional component. One of these states is responsive to our thoughts and the other is the emotional product created by those thoughts. Simply applied: if we do not blame, we do not get angry. Stop blaming and anger disappears. Most acts of aggression done by the average person are preceded by anger. Trying to rid self of anger without stopping blaming is misdirected and a waste of energy. When individuals, or nations, *continue* to blame each other there is no solution to their state of being.

Let me share with you some of the descriptions of blaming. [Webster 1980 New Collegiate Dictionary lists "1. To find fault with 2. To hold responsible 3. Responsibility for something believed to deserve censure."] When looking at mental health issues and possible solutions for aggression a better definition is "believing that someone or something, other than self, is causing our thoughts, our feelings, or our actions. Commonly blaming goes like this: "You are making me mad." "You are hurting my feelings." "You made me love you." "You made me hate you." Unless we self-learn or are taught differently, we believe others cause our thoughts, feelings, and actions. We also believe we cause others thoughts, feelings, and actions by what we say or do. Believing either of these things is not only inaccurate, but it leads to a feeling of helplessness. Helplessness leads to hopelessness; hopelessness leads to either a desire to hurt self (from cutting to suicidal ideation) or a desire to hurt someone else (spousal, child and elder abuse, even murder). A lot of psychiatric diagnoses lie along this flow of cognitions and emotions.

Children mistakenly believe that others, especially their parents, are the cause of their feeling experiences. (Yes, that is blaming-and it is a type of delusion.) When people blame, they give up/away their personal power, the power to choose—which leads to a sense of helplessness. This pattern has a direct effect on how the child sees him/her self and leads to a self-esteem issue and feeling of not being “good enough.” Children form strong bonds with peers who are seen as sharing their point of view—the peer is seen as understanding them. Parents could help to counter this trend by empowering their children to find solutions.

Where does the child get the idea that the parent is the cause of their feelings? Have you ever heard a parent say something like, “You are driving me nuts.” “You are making me angry.” “Don’t tease your sister you are making her cry.”

Children learn blaming from their parents and it is reinforced by society. Listen to certain news stations and you can hear a blame a minute. Listen to peoples’ conversations and hear blaming every five minutes. Blaming occurs frequently in books, in our music, and on television programs and in movies. If you are not hearing blaming around you, you are either deaf, simply not tuned in, or extremely lucky. Being able to quickly identify blaming allows one to stop doing it, which leads to a new lease on life. A blaming child grows up to be a blaming adult. A blaming adult is an angry adult, and frequently an abusing adult. When we try to communicate/function using blame speech (cause-and-effect framing is A creates B, B creates C, etc.) in the psychological world, we are not making any sense. It is inaccurate speech. The appropriate way to frame/understand what is being described in the psychological world is to recognize one is dealing with a sequential-ordering-of events and not a cause-and-effect event. [examples of sequential events: 1 precedes 2, 2 precedes 3, 3 precedes 4 or A precedes B, B precedes C. C precedes D, D precedes E—**precedes not causes**] Unfortunately, people are not taught how to understand or express sequential-ordering-of event accurately, so they use blame (cause-and-effect) language inaccurately when communicating about psychological events.

There is blame speech that is accurate speech. What complicates things from a learning perspective is that in the physical world 'blame language' is accurate speech. In the psychological world 'blame language' is inaccurate speech. When I say something like, "Falling down the stairs hurt me a lot," I am not blaming I am stating a fact. "When you pushed me, I fell and my pants were ripped" (again, not blame, only fact—A caused/made B happen). In the physical world the same language structure that is blame in the psychological world is actual cause-and-effect language in the physical world. Cause-and-effect language is accurate speech regarding the physical world.

When someone says, "You are making me mad." They are mistaking sequential ordering of events with cause-and-effect. The actual meaning of the sentence in the psychological world is "You have done something I did not like (reflecting my thoughts about what you did) and now I am angry (blaming you) because I believe you caused my unwanted emotional state (actually created by my own thoughts).

In the physical world, thinking is not a necessary component, or factor, to consider; in the psychological world it is the necessary element for understanding accurately what just happened. Unfortunately, accurateness is left out of what we say and how we think about the event.

If we frame things inaccurately for a life time, it can really cause a lot of damage. It is the way most abusers think. It is the way most gang members think. It is the way most convicts think. The **real tragedy** is that society is actually teaching people to do it wrong.

Initially it seemed to me that we were simply born with the propensity to see others as causing our thoughts, feeling and actions. That could still be true but observing how much our language is filled with blaming puts the onus back on what children and adults are being taught. Observation makes it clear that society is unintentionally teaching children and adults to be blamers. Some in our society may be doing it intentionally!

Another reason it is important to teach accurate speech is that this failure may be the source of much of the abusive behaviors in society. Take a child and have them repeat, either in their speech or thinking that someone else causes their mental pain and anguish and you will soon have someone striking out to stop the perceived cause of their pain. What is the outcome if one society, or group in society, accuses another of causing their misery? If people believe it, there will be violence. Maybe war! Certainly retaliation.

There are many books written on improving self-esteem, and most of them contribute information that is useful. The main thing to remember about self-esteem is that no matter what you do to improve it, if you do not also get out of blaming, your self-esteem will never reach the level you want and can achieve. The person who feels inferior will always carry that feeling until they are able to experience other's criticism of them as the other person's issue, not there's. That does not mean we should ignore feedback, but criticism is generally not intended to help us. It can make 'good' TV.

Summary: Plan for a less violent nation

- 'Correct speech' is how we speak--the structure of the sentence.
- Accurate speech is whether what we are saying conveys the truth of the moment.
- Children need to be taught, as soon they begin talking, to speak accurately as well as correctly.
- The teachers' that children have are their parents, teachers, friends, books, music, movies, etc.
- Teachers generally do a good job teaching children to speak correctly.
- Teachers generally do not do a good job of teaching accurate speech.
- Accurate speech is the elimination of cause-and-effect speech about a psychological event.
- Cause and effect speech has the same structure as blame speech.
- Not teaching children to speak accurately, or how to recognize inaccurate speech, leaves them with a completely erroneous, painful, version of the world.
- Blaming is commonly behind the acts of aggression and violence by gangs.
- Countries and individuals promoting blame want a violent outcome.

-Anger management courses are a waste of time. Why would you want to manage something that can be gotten rid of in minutes.

Supporting examples:

A man walking out of my office at the end of an appointment turns and says, “Doc., did I ever tell you I have a horrible anger problem?” I said, “No, but if you stop blaming it will go away.” About six months later, he said, “Doc., that comment you made to me about blaming has turned my life around completely.” He described his initial resistance to the idea, his realization that he was constantly blaming, his decision (choice) to stop blaming and the complete transformation in his life that followed.

A man came to me for a second opinion. His prior psychiatric evaluation had led to a diagnosis of bipolar disorder and a recommendation that he should be on lithium, Depakote and Zyprexa. My evaluation found no symptoms of bipolar other than his anger issues. He said, “Doc., I don’t just get angry, I have raged my entire life and it is threatening my marriage.” After my assessment, I told him he had three choices: 1. He could go on all the medicines he was prescribed. They would predictably lower the intensity of his anger, but if he ever stopped them the anger was likely to return back at the same level. 2. He could stop blaming and the anger problem would likely disappear. 3. If he felt he could not get away from blaming a combination of one and two could be started. He said, “My wife is **not** going to be happy if I do not go on medicine, but I see the blame component and I think I can stop it.” I saw him a few weeks later for follow up and he smilingly reported, “I have not had a single anger event since I saw you.”

In psychiatry anger problems are often associated with the symptom description of a disorder. I.e.: Bipolar is one such condition. Anger is seen by those accumulating criteria for a diagnosis as intrinsic to the Bipolar condition and many other diagnoses. In my experience anger has no causal consideration in the diagnosis of bipolar disorder or any other diagnosis. Bipolar patients (like many other patients) tend to blame. The frustration associated with being bipolar contributes to blaming.

In 53 years of psychiatric practice, I never had a patient give me an incident of anger where we could not find an associated event of blaming.

References:

The Manual: A Rapid Relief from Emotional Distress Dr. James E.
Campbell

Lesson Plan (2) for a less violent nation.

In the beginning was the word

The words I would like to focus on are *change* and *choice*. The way these words are used in our society can result in confusion and may contribute to both hurt feelings, disappointment, and acting out aggressively.

A simple misuse of the word change has to do with the automobile. People often say they are going to change the oil in their car when what they actually mean is that they are going to drain the oil from their car and replace it with new oil. In reality, if the oil in their car could be changed (to something new) they would not have to take it out and replace it. This is not an earth-shaking example but it is a simple form of a mistake people make when talking about issues.

When an individual has a drinking problem and they get help there is a tendency to claim (believe) something has changed. This is an error. AA recognizes there has been no change by encouraging their members to say they are recovering alcoholics and not a recovered alcoholic. The importance is that what has actually happened is not a change at all, but merely a choice. The person has made a choice to stop drinking; the reality being that they can decide to start drinking again anytime. I feel this definition of change [Webster—"to make different in some particular ..."] is not fully appreciated. I think it might be best when communicating to have change mean "a result

that is different from the original and the new state cannot be reversed back to the original.”

When new patients came to my office asking me to help them find “tools to help them change,” my response was “I do not have any tools (You get tools at a hardware store) and I do not enable change.” [Both tools and change are physical world entities]

One reason that distinction was necessary is that as a psychiatrist I encouraged patients to stay focused on the psychological world and not the physical world. (It is interesting to me that this was never recommended in any of my training.) If people want a medical change, they should go to a surgeon. A second reason is that the word *change* brings with it a paradigm that is not helpful when dealing with psychological events. I once asked a large crowd I was speaking to how long they had been trying to change something and their answer was “months, years,” and even for “a lifetime.” When in the paradigm of *change*, people are thinking the issues they are confronting are going to take a lot of time to fix, are going to take a lot of effort by them and possibly others to fix, and they need to find someone with tools to help them make those changes. All of these preset ideas are errors in understanding and are products of using the wrong words.

When I take off the shirt I am wearing and put on a different one, I have not really ‘changed my shirt.’ I have merely taken it off and put on a different one. If I take off my shirt and drop it on a gravel road where it is run over by a car, it is likely to have changed. It is still my shirt, but it will never be the same as it was. People’s expectations are different depending on which word they use. The spouse who believes the sober alcoholic when they say they have changed leaves themselves open to much disappointment and anger, and they will likely become condescending toward that person when they relapse. There is certainly a difference between a person when they are drinking and when they are not drinking. That difference is not a change; it is the product of a choice they have made. The alcoholic who believes he/she has changed when he/she chooses to stop drinking is on a path to relapse. When drinking is resumed, the person is inclined to believe there is something missing in their makeup contributing to a self-esteem crisis which often leads back to drinking more.

It should be remembered that when we are making choices, there is little to no stability. When we change something, it is likely to be the same tomorrow as today or until we do something to change it again.

Choice is a powerful concept. You are familiar with the saying, “Repeating the same thing over again when we know it does not work is insanity.” Many people do the failing thing over and over because they are trying to change something. Choosing works much quicker and takes less energy than changing but *does require attention energy to sustain the outcome*. People need to practice sustaining a behavior.

Summary:

--We can choose what we do, but we cannot choose the outcome or product, as outcome is determined by nature. We can take out an unlabeled recipe and make it according to the directions. We may have wanted a cake, but if the recipe is for pie, we are going to get a pie. Learning over time what the likely outcome of our choice is going to be is wisdom. It also introduces another inadequately taught concept: all things are basically the way they should be.

-The paradigm of change includes taking time, needing tools, and creating a stable product.

-The paradigm of choice is frequently quick and effortless, but does require paying attention to sustain the outcome until a habit is formed.

-Habit is the state closest to change in the psychological world.

-By *change* we should mean something that is different from the original and not able to be transformed back to the original.

-Working in a choice system (vs. change system) of life can lead to far less energy expenditure.

-The world of choice is like having a smorgasbord from which we can take things/ideas off or put them back. When we make a choice (removing something from the smorgasbord), it begins to create a difference almost immediately. If we put the choice back on the smorgasbord that creation stops and another begins. This opens up another aspect of our world. We live

in a creation world from the psychological perspective and a change world from a physical perspective.

Supporting examples:

-I saw an octogenarian couple from Sun City AZ who came in to see me about an argument they had been having since before they were married (in their 30s) In about 20 minutes I showed them how either one of them could solve the problem anytime they wanted. They had been trying to 'change' each other without success for over fifty years. When I saw them in follow up, they were laughing about how easy it had been to resolve their issue.

-In the hospital and office setting, my first intervention, usually in the first 5 minutes, was to ask patients to allow me to direct them to an accurate speech pattern. The result in the hospital was that the nurses complained my patients got better too fast. This, framing for patients, allowed them to see that differences could be created through the choices they were making, and that it was much quicker than they were anticipating. This approach also gave them permission to fail, because they could instantly correct mistakes; their problem was not a physical one requiring a change but was a psychological one requiring an alternate choice. The paradigm of choice includes that it can be done immediately, that it generally does not require a lot of contemplation, and that, unless you get obsessively hung up on the action to take, it requires only small amounts of energy.

Lesson Plan (2B) for a less violent nation

The concept of change and choice is more complex than I already indicated. Let me give some examples:

1. A person makes the reversible choice to not smoke, or to stop smoking. That decision will have a positive physical effect on their body within weeks. Even here the physical, as well as the mental, components are reversible, so they do not meet my criteria for change. If the choice is continued there may be a time when there are changes,

not reversible, to their physical condition. This is an example of a major choice that has physical ramifications (changes).

2. Two people chose to get married. For one it is a commitment, but for the other it is involvement. The committed one is likely to experience a need (pain) for something different; the other may not experience marriage differently from being single. This is an example for one of them of a major choice with mental repercussions. For the other it is merely a minor choice.
3. Some individuals make different choices about what they want to become in life every few months. I wanted to be a garbage man at 3-3.5 years of age, because he came around with his horse drawn cart. Obviously, a low-level choice because it only lasted months. By the age of 4-4.5 years of age, I wanted to be a doctor who worked with the mind. That was a Major Life Choice because it remained a consistent choice for the rest of my life, and it influenced and determined multiple other choices.

Despite the complex interaction between choice and change, it is still simplifying to see change as something not reversible. In life, choices are made far more often than changes. Both have consequences. Learning to tie outcomes to the choices made goes a long way to make life more enjoyable and predictable. Recognizing when a choice will have major consequences (mental, physical, spiritual) is not always simple or easy.

Lesson Plan (3) for a less violent nation

In the beginning was the word

Another tragic personal error is people's confusion about **responsibility** and **accountability**. Dictionary definitions do not generally help us very much in settling the emotional problems encountered in life. When bringing common sense to the table, things can generally be worked out without a lot of fuss. The word responsibility is best understood as 'response ability.' Using this definition there are three things, which the stoics pointed out a thousand

years ago, we actually have the ability to do something without others participation or luck: our own thoughts, feeling, and actions. (Not exactly Stoic wording, but it is close). What this means in practice is that I am not responsible for what you think, feel or do, and you are not responsible for what I think, feel or do. We are each responsible for our thoughts, our feelings, and our actions.

The paper charges “D is responsible for hurricane J.” The word responsible is frequently used in error when accountable would be more accurate.

Accountability is a convention. It is made up. Anyone can be held accountable for anything, at any time, and we must evaluate whether the attachment is reasonable or not. This headline is wrong for two reasons: The first is because D has no ability to create a hurricane. If a person had that power, people would likely be more careful about their accusations. Secondly, the appropriate word (actual meaning) for this allegation is accountable not responsible. D is being held accountable by the paper for hurricanes because he does not share their point of view on climate. If the goal is to mislead people, the word responsible generally carries more weight than accountable and may confuse the reader into thinking it is accurate rather than ridiculous.

Let’s look at this same error closer to home. Joe’s girlfriend just told him she no longer wants to date him. This is his first romantic experience and he feels she has ‘broken his heart’ with this announcement, so now he is angry with her, maybe even hates her because of what she has just done to him.

Joe has just made 4 errors because (1) he did not understand his feelings are his responsibility and not hers. He thinks she has broken his heart (thankfully, hearts are hard to break) so he is holding her responsible and accountable for his feeling of pain. Actually, she did not cause his pain, and if she had the power, he attributes to her, she could simply make him feel better. (2) His second error is not understanding that he is foolishly assigning her accountability for his feelings which are actually caused by his way of thinking (His need for things to be different causes his pain). (3) His third mistake is thinking she has done something to him (she has not), and (4) His real loss is that he does not recognize the benefit to him of her honest communication.

Another example and potentially dangerous situation: Jane is 13 years old and is the brunt of teasing, because her clothes are not as nice as her classmates. She comes home crying, and she does not want to return to school. She even feels suicidal at times. Like Joe, Jane is holding her class mates responsible and accountable for her feelings. This experience would not be happening if she realized she was causing her feeling not her classmates. (wrong concept of responsibility). Her need (another word we will explore soon) for things to be different is the source of her pain, but because she does not understand she is creating her internal experience, she blames and misdirects her anger/power against herself.

There are some conditions a reasonable person would consider when assigning accountability. Anyone who can respond in the here-and-now situation has response-ability, and perhaps accountably at the level of their capability. If they are licensed to do the job at a certain level of expertise, they may also have a legal accountability. We are still only able to do a job at the level of our awareness and capability.

Summary:

Defining responsibility as the ability to respond and separating it from the convention of accountability allows clarity, and helps to understand the benefit of evaluating the extent of our capability in solving our own issues. It also helps make it clear there are things others have no ability to do and should not be held accountable for doing.

Attributes of responsibility:

- Response-ability is different from blame, intent, or right-or-wrong.
- Response-ability is a part of a given situation, and is inseparable (intrinsic) from it.
- Anyone who has the ability to respond in the here-and-now has response-ability, to the level of their awareness and ability.
- Most 'first' responders are actually 'second' responders.
- Each person is responsible for his/her own feelings, thoughts, and actions.

- Response-ability is affected by internal and external influences.
- Response-ability is limited or expanded by awareness.
- Response-ability is not obligation, or duty.
- Response-ability is not control.
- Response-ability doesn't mean capacity; it means capability plus awareness.
- One cannot take, give, or transfer response-ability, because it is intrinsic.
- It does not mean doing what a person asks.
- It is different from doing what a parent wants. (compliance)
- Our ability to respond can transition instantly.
- We may be able to influence, but we are not responsible for how, or whether, someone likes us.
- Understanding response-ability helps us to avoid conflict with others.
- Society does not alter our responsibility, it only places accountability (judgment) on our acts.

Attributes of accountability and self-accountability:

- Accountability is a convention made up as we go along (often determined through court decisions)
- Determining accountability is a common daily activity of people.
- Unlike responsibility, accountability is often fixed.
- Accountability is assignable and transferrable.
- Accountability is not dependent on internal or external features.
- Self-accountability helps us learn and understand cause-and-effect relationships.
- Accountability is not self-blame.
- Accountability influences all areas of our life.
- Staying in self-accountability, as opposed to blame, is a precursor to developing a good self-esteem.
- Self-accountability helps ground you in current reality.

Supporting examples:

I saw many parents who complained their children would not behave responsibly. Interestingly, the children of those parents reported their parents would not give them any responsibility. The parents' idea of behaving

responsibly was that their children should do what they told them to do (compliance) and the children's idea of responsibility was being allowed to make decisions about their lives (response-ability). When the parents focus changed to one of helping their children make good choices the problems disappeared.

We see the behavior of withdrawal when an individual feels someone has hurt them. (They are mistakenly holding others responsible and accountable for their emotional pain.) This is a logical behavior learned in dealing with the physical world. In the physical world if things are **too** anything (sharp, loud, smelly, etc.) the proper behavior is to get away from it. In the psychological world this is not an appropriate response as seen when a psychiatrist says they must experience the feeling and deal with it. This is another example of the difference between the physical and psychological world. People believe they have "been hurt" or had their "heartbroken" when a prior relationship went poorly. The person feels that since they cannot control what happened they should control what they can and get out of the game (This is an act based on misunderstanding what has actually happened).

I had a patient who after 40 minutes of talking with me had some rather strong opinions as to what I was telling him, my education and other personal attributes. He left early. Almost a year to the day he called back asking for another appointment. He said what I had told him had begun to make more and more sense and he wanted to come back in and make certain he had not missed something because of his anger.

In my office, I would point to an object on my desk and ask my patients, who is responsible for this item staying on my desk?" The answers never included themselves. When I asked them to move the object, it still took time for them to see they had the same ability I did to either leave it on the desk or take it from the desk (response-ability). This is a confusion regarding what we can do and what perhaps society suggests we should or should not do.

A recent discussion on TV explored why California residents were allowing homeless people to defecate in their yards. The conclusion of the person

being interviewed was, “I guess the homeowners don’t want to make them feel bad.”

References

Rapid Relief from Emotional Distress James E. Campbell M.D.

What You Think of Me is None of My Business Terry Cole Whittaker

Lesson Plan (4) for a less violent nation

In the beginning was the word

There are many words in the English language that have different core meanings in the physical world and the psychological word. Let us look at a very small sample.

Harm, **hurt**, injure, damage, impair are all words that on the surface mean something similar. Doing harm at a physical level is different from doing harm at a psychological level.

There are two proverbs that somewhat address these differences. In the U.S. we say, “Sticks and stones may break my bones, but words will never hurt me. I understand that in India the proverb goes more like this, “The injuries from sticks and stones may heal, but those from words may never.” Our many military troops who come back from war engagements severely injured but strongly supporting the cause seem to support the first idea. Individuals who feel someone has belittled them or cheated them in some way and who will not let go of that point of view support the latter idea. We say they are bitter.

What is the origin of hurt. Most people see psychological hurt or pain as being caused by something outside themselves. This is another example of the blame process in action. Blaming is not the source of hurt however; **need** is. The greater our need for something to be different from what we believe it to be, the greater the psychological pain (hurt) we experience.

Physical pain may have a source/cause from inside (appendix) our bodies or from a cause outside our body (being shot).

It is rather common to accept hurt as a natural occurrence following things like the death of a close family member. The fact that it is natural or common does not mean it is either appropriate or the only possible experience. The cop show detectives catch the bad guy because he/she does not have the correct or expected response to a loss. The fact is that there is no single feeling that is correct for an event. The fact is also that when the death of someone is followed by acceptance there is a minimum of hurt or pain. I.e., letting go of someone who is suffering may lead to relief.

People have a mistaken point of view about acceptance that gets in the way of benefiting from it. Acceptance does not mean we are giving up, giving in, or that we cannot revisit the issue. Injured warriors who overcome predicted outcomes demonstrate acceptance of their injury and at the same time non-acceptance of a predicted outcome.

Summary

Harm, **hurt**, injury, damage, are all examples of words that have both a physical and psychological characteristic. At the psychological level these words all have a connection to a *need* for something to be different from what it is believed to be. When we transition from need to acceptance the pain component diminishes or disappears completely.

Supporting examples:

Several years ago, a man killed numerous family members in an Amish community. The members chose to forgive rather than condemn him. The press went overboard praising how brave the family members were. This I believe was not accurate reporting. The Amish family may have been brave but their act was smart and accurate. Anger and hatred (as practiced by many) is harmful and painful to the person manifesting it. Forgiveness is a form of acceptance, and it helps to diminish the feelings of anger, hatred, and pain that comes when one does not accept. That is smart!

Individuals being sued will often show symptoms of psychological distress that miraculously disappears after a verdict is rendered. This follows a decrease in their need for something to be different.

Children sometime have a feeling their parents do not love them and this generates psychological problems, even though the parents do love them. It is not the reality, but the perception that becomes their need.

Lesson Plan (5) for a less violent nation

"Guilt upon the conscience, like rust upon iron, both defiles and consumes it, gnawing and creeping into it, as that does which at last eats out the very heart and substance of the metal.

South

"The mind of guilt is full of scorpions. Shakespeare

Commonly, **guilt** is seen as the feeling people have when they believe they have done something wrong, are possibly going to be punished, or will evoke someone's displeasure. **Shame** follows exposure of what we believe are our faults to others.

In the beginning was the word....

It is best to view guilt and shame as different entities. *Shame* can be considered the body feeling that comes when an individual is unable to live up to the image, or expectation, they have of themselves. These outlooks may be part of their family code, upbringing, values accumulated from early family experiences or ideas developed over their lifetime. When an individual experiences a need to be perfect, it results in a sense of shame even about day-to-day accomplishments. Individuals unable to raise their behavior to the level wanted will experience a sense of disharmony called shame. Helping individuals over this sense of shame means raising their level of functioning to better match the image they have, or lowering their image so it more closely matches their capabilities. Where an individual believes he should be functioning is relative and many who function at an extremely high level still experience disharmony because their perfectionism leaves them feeling that they are not accomplishing what they should.

Guilt can be seen as a body feeling that comes when an individual is unwilling to accept the cost, or consequences, of their decisions. Guilt, in a practical sense, has nothing whatsoever to do with the rightness, wrongness, goodness or badness of

any given act. It is purely the end product of the way an individual perceives his action. Ideally, all decisions should be composed of at least three parts: The first is an evaluation of the alternatives, the second is a consideration of the costs/rewards that a given action will bring, and the third is action. Costs are not all measured in money i.e. a parent's disapproval, a wife's harassment, a boss' displeasure all represent potential costs. An individual not considering costs is setting up to experience guilt. Eliminating the experience of guilt requires learning to carefully evaluate what the potential costs are in any given decision to see if acceptance is possible. Then we must apply acceptance.

Summary: The mechanisms behind shame and guilt are quite different. A given experience may have the elements of both shame and guilt. If one cannot afford the costs of a given decision then, perhaps, they should not make that decision.

Treatment of Shame involves matching image of self with one's performance. Treatment of guilt involves learning to accept the consequences of one's actions.

Lesson Plan (6) for a less violent nation

In the beginning was the word....

In this abbreviated presentation, I am only going to touch on the issue of **Control**. Control is generally an illusion. In the physical world we can sit behind the steering wheel of our car and if everything is in working order, we can make it go generally where we want. This is the kind of mechanical control we have over our body.

The kind of control that gets people in conflict is when they believe others should do what they want them to do and think the way they want them to think. This leads to a very large play book including such behaviors as yelling, screaming, hitting, cussing, threatening, gas-lighting, physically striking out,

feeling hurt, getting depressed and the list goes on. The intensity and ferocity are generally inversely proportional to the power they actually have over the situation. Life is made a lot simpler when people learn to accept that there is only one master of control in our lives: mother nature. The more we align ourselves with nature the more appearance of control we have. A quick and effortless way to get to the feeling of incompetence or ineffectiveness is to go against nature. The stoics had it right when they said one of the three things we have control over is our own thoughts.

Perhaps you are familiar with one of the farmer's rules of life that says, "If at first you fail, try and try again, but if you still fail do something different." It is also stated today as "Continuing to do something over and over that does not work is an example of insanity."

Jealousy is an attempt to control the behavior of another person. It is also one of the great manipulations in a relationship. "If you loved me, you would...." "To defeat jealousy, one must understand (stated in the first chapter) that we are not responsible for how others feel. Jealousy is one way people insist that you are responsible for the way they feel. If we take on the task of doing what the jealous person requires/wants, we will be on a spinning wheel not likely to ever stop turning. People have a right to be jealous, but others have a right not to be manipulated by them. You see jealousy is really not the problem of the non-jealous person. The problem lies with the jealous person (period). The non-jealous person working on it makes it unsolvable. Recall, I said that blamers are not people you can solve issues with. Jealousy is just another form of blaming. Remember the Arabs and Jews have been blaming each other for over a thousand years or more without resolution.

When people push to achieve what they see as control, someone is likely to get hurt.

Additional Lessons for a Smarter Nation

and
some things we should correct.

- Intimacy is limited when we believe others are responsible for our feelings.
- Open communication is limited when we believe others are responsible for our feelings and that we are responsible for their feelings.
- We are lying to ourselves and others each time we blame others for our thoughts, feelings or actions.
- Calling others names (racist, homophobic, xenophobic, misogynistic, despicable) is a manipulation aimed to control. [It often works—unfortunately]
- If we do not positively reinforce truthful communications, they will stop occurring.
- If you do not know and accept who you are, how do you expect others to?
- Operating in a choice system in life is far more enjoyable than living in a change system of thinking.
- Happiness is freedom from wants.
- Accepting what we cannot change is different from giving up.
- Most of the differences in our experience come from our choices.
- Good self-esteem cannot survive in a blamer.
- There is no intrinsic happiness in high ideals.
- Self-acceptance is a significant step toward a good self-esteem.
- Knowledge and awareness expand your psychological and physical worlds.
- Tools and change belong to the physical world.
- Choice creates new experiences.
- You are always your own best friend and closest enemy.
- Responsibility is constantly in flux.
- Accountability is a convention—it is made up over time and may be constant.
- You can be kind to yourself even when others are not.
- Accept reality, create where you want to go, take action to get there (ACT).
- Acceptance of outcome/costs of our choices reduces or eliminates guilt.
- Shame can occur at any level of accomplishment.
- Control is generally an illusion.
- Gaslighting is a form of manipulation.
- We can only influence other's opinion of us, so we should not give others opinion of us much energy.

- Doing what we should do despite others opinion is a measure of good self-esteem.
- Learning to identify blaming is the most difficult/challenging task I have suggested.
- Waiting is a waste of time.
- Start creating what you want with the choices you make.
- Mother nature controls.
- The United States Congress remains the most segregated body in the U.S.A.

(Inside of back cover)

This booklet is an attempt to summarize and expand some of the information in **Rapid Relief of Emotional Distress** (1986) [co-authored with Gary Emery Ph.D.] and its 2022 revision **The Manual: A Rapid Relief Form Emotional Distress** as it relates to the problem of abuse and violence in America. It is written in a classroom lesson format because the solution does not lie in the field of medicine but in the field of Education.

The author, Dr. James E. Campbell is a retired [after 52 years] psychiatrist. He was boarded in General Psychiatry, Adolescent psychiatry and Child Psychiatry. His initial medical training was at Saint Louis University, his psychiatric training for adults began at Michael Reese Hospital in Chicago, and his child fellowship was completed at UCLA. He had license to practice in Missouri, Illinois, Puerto Rico, Arizona, and California. His practice included working with drug, alcohol, behavioral and emotional problems in adults, adolescents and children in both inpatient and outpatient settings. Dr. Campbell resides with his wife, and best friend, Sharon, on two-acres in Glendale, Arizona. They raise Arabian horses, Australian Shepards and cats (the gofers don't count). Sharon's daughter Lori and Jim's two sons Justin and Paul reside near-by.

(Back of the book)

Who should read this book?

Parents-because they were not taught this in school.

Teachers-because they need to understand the principles to teach them appropriately.

Executives-because an understanding of these principles will make a more cohesive team.

Anyone with anger issues (male female child or adult) so they won't be subject to hours of 'anger management' classes.

Anyone with anger toward animals, children or other humans.

All students but especially those who bully others or are being bullied.

Anyone who does not understand Terry Cole Whitaker's comment "What others think of us is none of our business."

Ways to help create a less violent country!

Give copies to teachers.

Give copies to students with anger issues.

Give copies to angry husbands or wives.

Give copies to angry employees or bosses.

Give copies to friends with anger issues.

Give copies to people hurting animals.

Give copies to angry political adversaries.

Give copies to children after they experience a break up or loss of a friend.

Give copies to children when they are moody or struggling with hurts or needs.

Congressmen (and women) and senators because the world watches them.