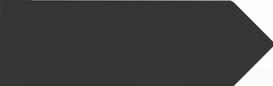




Welcome to week 8 of simple





If you didn't already please get a 3 ring binder and a notebook- last time for this slide.

- Have them with you at each session
- File different forms
- Write down and track homework
- Jot down notes
- Tracking each week on a scale of 0-10 how well you think you did your homework.
- Learning new skills and how to use them is an active not a passive journey. You'll get as much out of this course as you put in. Weather you benefit from this it or not depends on you. Stay organized in your practice.
- How much you believe the previous statement depends on your "locus of control."



# The structure of each session

- ▶ Mindfulness exercise ( guided meditation, music, inspirational video, poetry etc. )
- ▶ Description of what we will do
- ▶ Emailed questions
- ▶ Alternating weeks theory or skill.( this week it's theory) Every week applying skills
- ▶ Musical break
- ▶ Assignment of home(work) practice



## Warning about meditation

- ▶ Feel free to skip meditation if it upsets you.
- ▶ With this time you can try grounding exercises ex. Use your sensory kit





## Home practice from last week

- Submit questions or comments to [itssimple2021@gmail.com](mailto:itssimple2021@gmail.com)
- Read purple book p. 70-80
- start coming up with targets for your diary card and start using it.
- Use all your distress tolerance skills to finish one or more crisis plans. Memorize them and practice them in your imagination.
- Keep a list or menu of all the skills you're learning. Practice each to find your favorites (including your sensory grounding kit, vagal breathing...)

Check the skills you used and \* the skills that helped the most.

Module	Skill	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Core Mindfulness Skills	Wise Mind							
	Observe: just notice (urge surfing)							
	Describe: put words on							
	Participate: enter the experience							
	One mindfully: in the moment							
	Non-judgmentally: just the facts							
Interpersonal Effectiveness Skills	Effectively: focus on what works							
	Observe the Breath							
	Pros and Cons of Using Interpersonal Skills							
	Challenging Myths that get in the way							
	Clarifying goals in the interpersonal situation							
	Objectives effectiveness: DEAR MAN (Describe, Express, Assert, Reinforce, Mindfully, Acting confident, Negotiating)							
Emotion Regulation Skills	Relationship Effectiveness: GIVE (Gentle, Interested, Validating, Easy manner)							
	Self-respect Effectiveness: FAST (Fair, no Apologies, Stick to values, Truthful)							
	Evaluating Options for Intensity							
	"I Feel" Statements							
	Effective listening							
	Saying No and Observing Limits							
Distress Tolerance Skills	Model of Emotions							
	Function of Emotion							
	Pros and Cons of Changing Emotions							
	Challenging Myths about emotions							
	Check the Facts							
	Opposite Action							
	Problem Solving							
	Accumulate Positive emotions (short and long term)							
	Build Mastery							
	Cope Ahead							
	Experience my emotion as a wave							
	Practice loving my emotions							
	PLEASE							
	STOP							
Activities								
Contributions								
Comparisons								
Emotions								
Pushing away								
Thoughts								
Sensations								
TIP								
Imagery								
Finding meaning								
Prayer								
Relaxation								
One mindfully								
Vacation								
Encouragement								
Radical acceptance								
Turning the mind								
Willingness								
Half Smile								
Willing Hands								
Self Sooth								

## List of readings October - December

Date	Purple book-theory	Green book – skills	Purple book - practice
October 19/22	No readings today		
October 26/29	1 – 20		212-218
November 2/5		1 - 13	219-236
November 9/12	21 - 60		Same
November 16/19		14 - 32	Same
November 23/26	61-70		Same
November 30 / Dec. 3		33 - 46	237-239
December 7 / 10	70 – 80		Same
December 14 / 17		47 - 68	Same
No classes until January 4			



## What we will do today

- ▶ Emailed questions/comments
- ▶ purple book p. 70-80 The social cortex, instincts in every day life and society.( because there's a lot to talk about we may not have a lot of time for practice today.)
- ▶ Musical brake
- ▶ Continue with Purple book p. 237-239 holes diary cards



E-mailed questions/comments



# Theory continued

- Take the following with a huge grain of salt
- In my realm of interest not expertise.



# Previously on SIMPLE

- ▶ The philosophical basis of why we see the world not as it is but as we are
- ▶ The evolutionary basis of the 3 “lenses”: instincts, archetypes and stages of growth through which we see the world.
- ▶ The history of medicine and psychiatry as informed by the 3 lenses



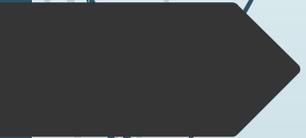
# Last time we talked about the evolution of the instincts

- Or how to understand the submerged part of the “iceberg”, Freud called the unconscious
- Today we’ll look at how the rational brain evolved after the emotional/instinctual.
- How we need to understand both the rational and emotional brains to understand society.
- How crucial the society we live in is for our psychological well being.
- Not typically talked about in psychiatry

# Why are we doing this?

SIMPLE strives for a wholistic philohistobiopsychosocialspiritual model or map of the mind and mental health.

A good map helps us to understand where in our journey we are, where we want to go and how we get there.





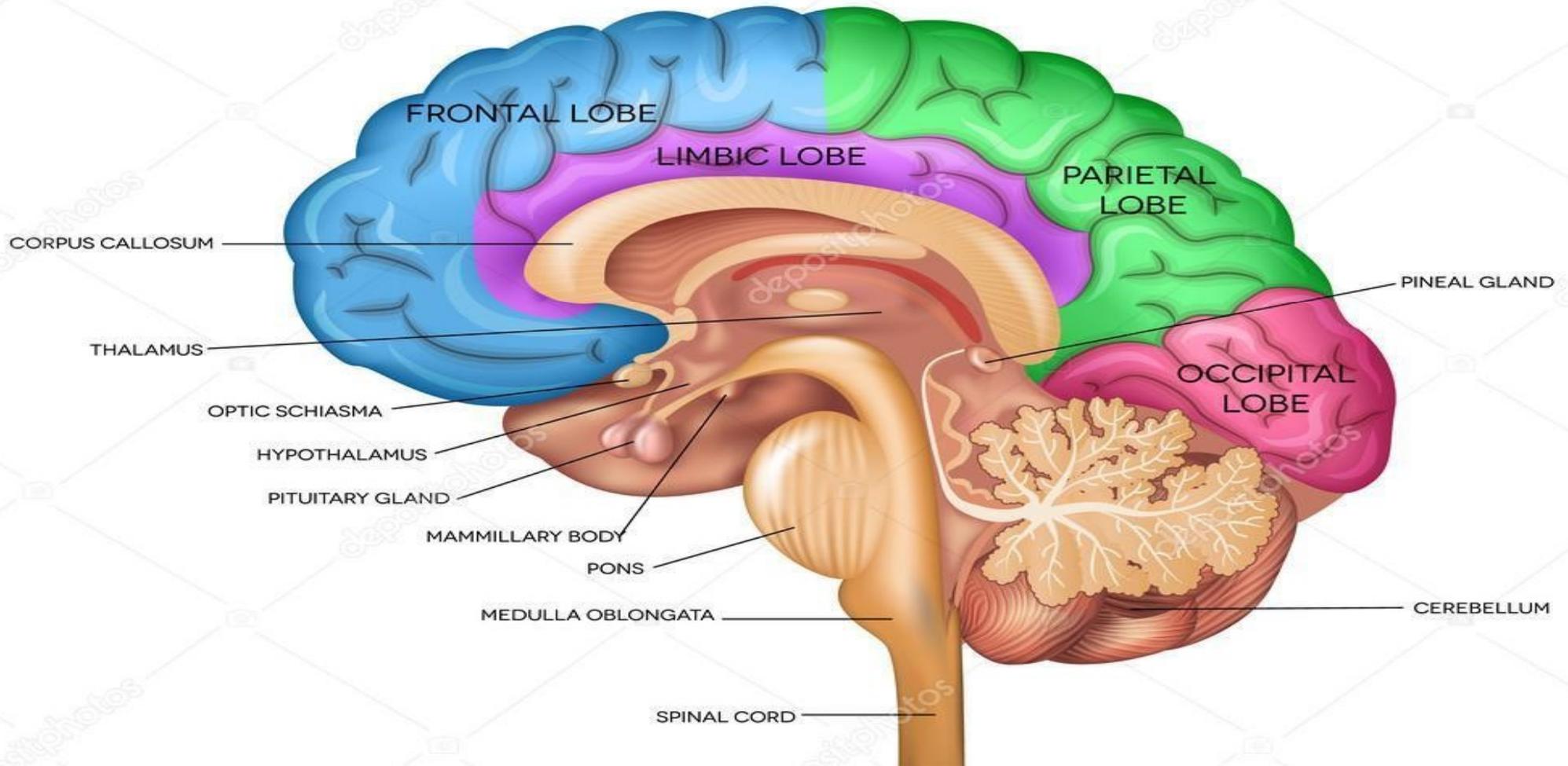
# Part 1- the evolution of the rational brain



## Anatomically the brain is also similar to an iceberg

- ▶ Most evolutionarily ancient parts of brain are further down most recent further up.
- ▶ Visceral nerves around gut and other organs- coordination of cells within organism. Other levels have to do with outside world this with inner world (pre-Cambrian organisms)
- ▶ Spinal chord- reflexes
- ▶ Brain stem- innate behaviors or fixed action patterns
- ▶ Limbic system- habits (in contrast to innate behaviors these are learned)
- ▶ Cerebral cortex- instrumental goal directed behaviors
- ▶ Prefrontal cortex- deliberative behavior responses

# ANATOMY OF THE BRAIN



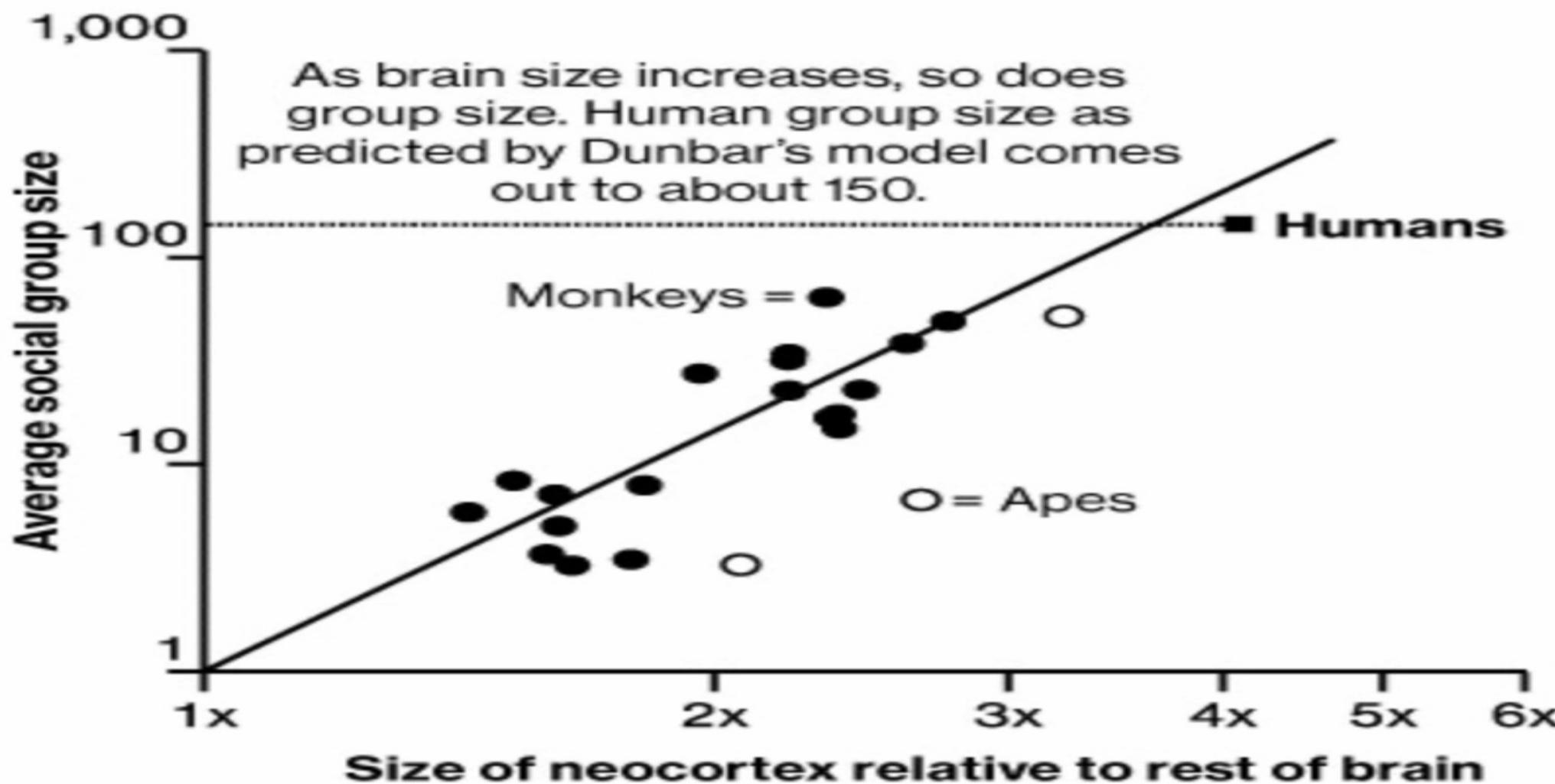


## What does the cerebral cortex do ?

- ▶ 1) Is a an adaptation that promotes survival (humans physically unimpressive compared to gorillas but dominate them because of larger cortex)
- ▶ 2) is experienced as thoughts, beliefs and memories (imagination vs. sensations)
- ▶ 3) evolution of cortex appears to conform to Dunbar's number hypothesis
- ▶ 4) the most "successful" people are not the physically strongest, or the smartest but the most socially skilled at persuading others and getting their way



# The Social Cortex



# Grooming, Gossip and the Evolution of Language

SA



***Grooming, Gossip and the Evolution of Language*** is a 1996 book by the anthropologist [Robin Dunbar](#), in which the author argues that [language](#) evolved from [social grooming](#). He further suggests that a stage of this evolution was the telling of gossip, an argument supported by the observation that language is adapted for [storytelling](#).

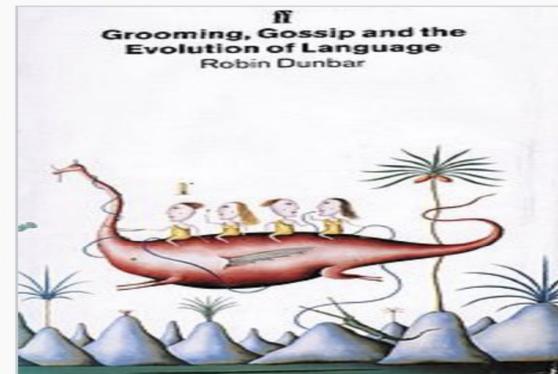
The book has been criticised on the grounds that since words are so cheap, Dunbar's "vocal grooming" would fall short in amounting to an [honest signal](#). Further, the book provides no compelling story<sup>[*citation needed*]</sup> for how meaningless vocal grooming sounds might become syntactical [speech](#).

## ^ Thesis



Dunbar argues that gossip does for group-living humans what manual grooming does for other [primates](#)—it allows individuals to service their relationships and thus maintain their alliances on the basis of the principle: *if you scratch my back, I'll scratch yours*. Dunbar argues that as humans began living in increasingly larger [social](#) groups, the task of manually grooming all one's friends and acquaintances became so time-consuming as to be unaffordable.<sup>[1]</sup> In response to this problem, Dunbar argues that humans invented 'a cheap and ultra-efficient form of grooming'—*vocal grooming*. To keep allies happy, one now needs only to 'groom' them with low-cost vocal sounds, servicing multiple allies simultaneously.

### ***Grooming, Gossip and the Evolution of Language***



<b>Author</b>	<a href="#">Robin Dunbar</a>
<b>Country</b>	United States
<b>Language</b>	English
<b>Subject</b>	<a href="#">Origin of language</a>
<b>Publisher</b>	<a href="#">Harvard University Press</a>
<b>Publication date</b>	1996
<b>Media type</b>	Print ( <a href="#">Hardcover</a> and <a href="#">Paperback</a> )
<b>Pages</b>	230 pp.
<b>ISBN</b>	<a href="#">978-0-674-36334-2</a>



It is because of our big cortex  
that we can “play” each other

We can compete or play against or

Cooperate or play with

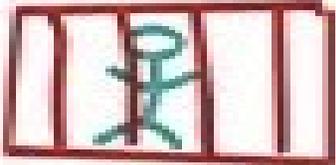
We can also deceive or pretend

All in the service of survival

# GAME THEORY

The art of thinking strategically

## PRISONER'S DILEMMA



		B	
		Betrays	Stays silent
A	Betrays	Each serves 2 years	A = free B = 3 years
	Stays silent	A = 3 years B = free	Each serves 1 year

# What are the biggest differences between humans with their larger cortex and other species?

- Human culture and technology evolve- organize in larger number. Have complex language enabling mind models of the world. Can pass these on culturally.
- Other species can't organize as well in large groups ex. primates (thousands or millions of humans can cooperate to achieve a goal)
- And... Those that do such as ants or bees don't have imagination or mental maps of the world we call ideas or beliefs that get passed on to each other and across generations that make us much more successful at surviving in the world. Their cooperation is hardwired.
- Our models of the world or ideas and beliefs, because we communicate and cooperate and share them and pass them on to the next generation, are getting better and allow us to develop incredible technologies and ideologies.
- This is why we're dominant as a species and it is linked to our rational brain/cerebral cortex.
- The Lion is powerful because of its strength, claws and teeth but those don't evolve very fast. Humans are powerful because of their ideas which do evolve quickly.



## What are ideas and beliefs?

- ▶ Mind maps or models of the world that help us make sense of our experience, determine where we are, where we want to go and how to get there
- ▶ Science is a coherent set of ideas and beliefs that is based on observation and testing of the world.



## How does each of us come to have the ideas/beliefs that we do and why are they so different from one person to another?

- We get them from family, friends, our community, education, leaders, authorities, media, influencers etc.
- Our temperament (big 5 especially openness) also affects what we're most receptive for
- Ideas/beliefs are based on sensations we get from the world which we see through the 3 lenses and those lenses are different for each of us.
- Science tries to minimize effect of lenses to come up with better maps of "what's out there".

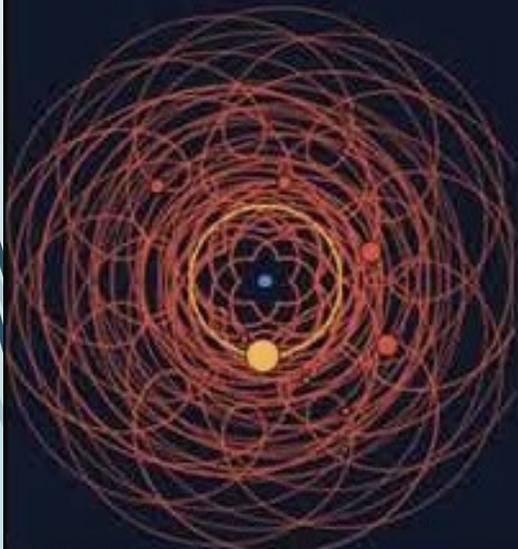


# Are the ideas and beliefs we hold always good maps of the world?

- We always think they are
- Yet sadly they are not
- Think of every theory cultures have had in past that we've abandoned
- With each subsequent stage of growth, ideas/beliefs are evolving along with our expanding view of the universe. Earlier stages of growth work better in a “smaller” world.
- Our world is expanding- geocentrism/big bang tribe/global culture.



Geocentrism



Heliocentrism



THE UNIVERSE

A VERY SMALL PART OF IT.

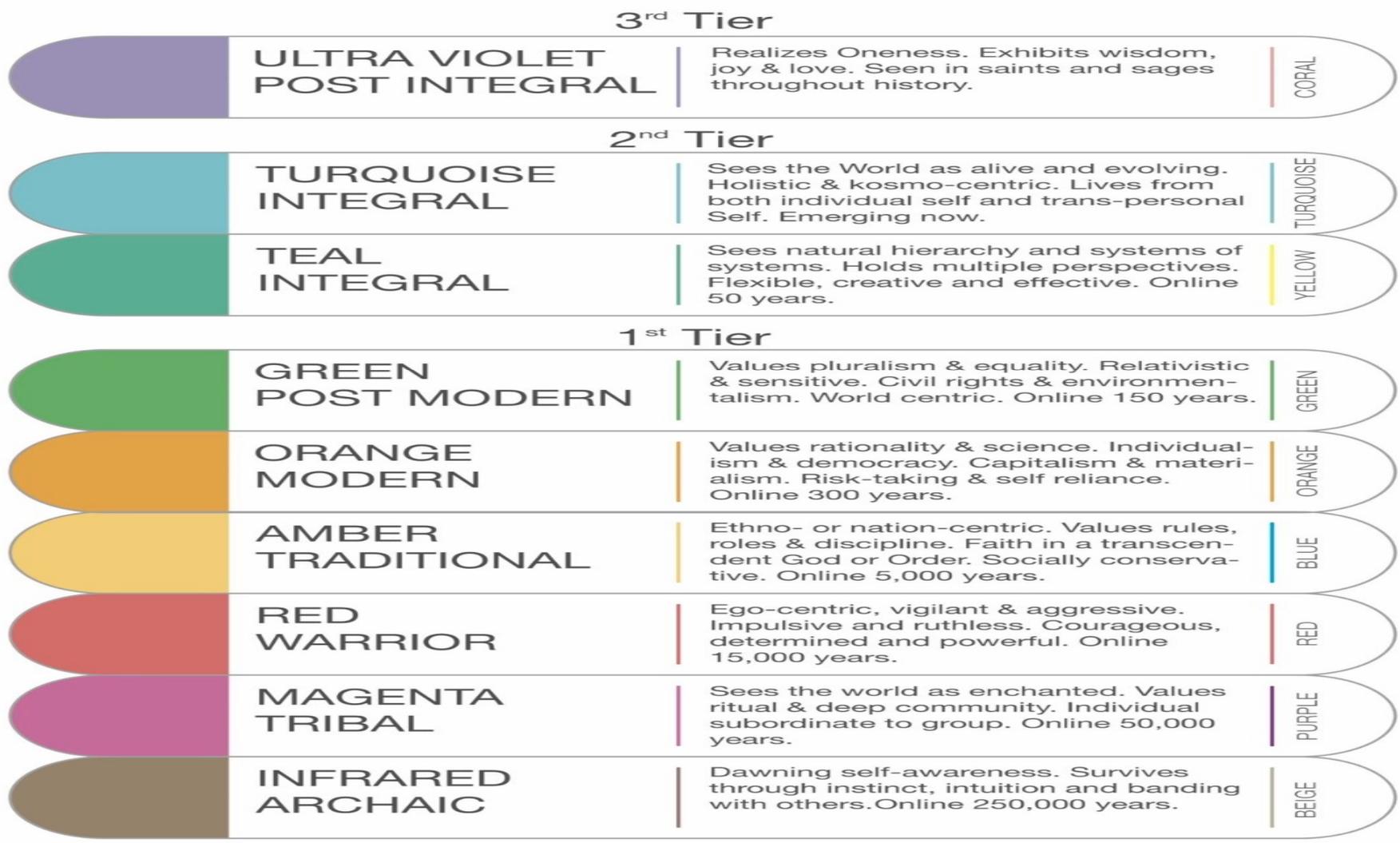
YOU ARE HERE

1,000,000 LIGHT YEARS

# Example of the progression of ideas- cosmological models

- Pre-Ptolemy (up until 100 A.D.)-flat earth- mostly a traditional viewpoint
- Ptolemaic geocentric model (up to 1543)- early modern view
- Copernican heliocentrism (up to early 20<sup>th</sup> c.)- mid-modern view
- Present day “modern view”- Edwin Hubble discovered sun was a small star in one of a myriad of galaxies- present day modern or scientific view.
- Now emerging is a return to flat earth theories. Bad post-modern view- is reaction to perceived failures of modern view. Sees accomplishments of modern view (science is a feature of the modern view) as one of many stories which ended up dominating because of power hierarchies.
- Sets the stage for cultural sensitivity and for cultural relativism (all cultures are equivalent)and the post-truth world where truth and goodness are relative. In this way premodern and postmodern world views are similar-truth does not depend on evidence.
- Conspiracy theories are a feature of postmodern and premodern views in which modern rules of evidence are not important ex. Flat-earth theories reject scientific evidence accumulated over last 2000 years (while still using/benefitting from and taking for granted the technology that was produced as a direct result of the theories they are rejecting ex. Airplanes, cell phones etc.)

# ALTITUDES of DEVELOPMENT



SPIRAL DYNAMICS COLORS



## Truth and goodness have different meanings at different stages of development

- Warrior
  - Truth is what the leader says. Goodness is being brave and loyal.
- Traditional (conservatives)
  - Truth is what God and the law say. Goodness is obeying those.
- Modern (liberals)
  - Truth is what science, reason and rationality say. Goodness is following reason.
- Postmodern (progressives)
  - Truth is subjective. Goodness is respecting and treating everyone fairly and equally no matter what their beliefs.
- Integral (post-progressive)
  - Truth and goodness mean different things at different stages of development. Goodness is the the positive contributions of each stage of development.



Stages of growth determine social structures/organization/ideals

Integral- combined best aspect of traditionalism,  
modernism and post-modernism



Worst aspects of traditional/mythic  
with a warrior leader





Part 2- understanding society  
through the 3 lenses.



**“ Reason is, and ought only to be the slave of the passions, and can never pretend to any other office than to serve and obey them. ”**

**David Hume (A Treatise of Human Nature)**

# Big cortexes are great but

Because of how our minds work- while our rational brain has made possible great advances in knowledge/technology, emotionally we are the same as our primate ancestors. i.e. emotionally we're all gorillas.

We're gorillas with nuclear weapons.

When two tribes of gorillas have nuclear weapons and they see each other from fight/flight they are in trouble

# People with high social skills are good at group “games” and can be successful in the group and become group leaders. But...

They can do it for the good of “everyone” in their group. These “collaborators”, promote social unification or the good of everyone in their “group”. Or...

They can do it just for their own good and perhaps that of a few select others in their “group”. These competitors promote social division or good for some in the group at the expense of others.



This also involves what each person considers their society or circle of concern (how big is my group? Just me, only a few others... all humans...all life)

Social skills is a feature of the rational brain, whether we are collaborators or competitors is a feature of the emotional brain. (fight/flight vs. attachment)



## Everyone is on a spectrum of empathy, self vs other centered, agreeableness- collaborators vs. competitors

- ▶ We often misread people thinking they are collaborators when they are competitors or competitors when they are collaborators
- ▶ We can compete with a collaborator
- ▶ We can collaborate with a competitor
- ▶ What is the best outcome for us?
- ▶ It is these games (described by game theory) that take a lot of brain power.
- ▶ Some people for ex. Developmental disabilities or those on the autistic spectrum can't play these games and they seem odd to us. Others such as psychopaths are geniuses at these social games and fool even the wisest.



This creates both great  
opportunity- civilization

And great danger-  
collapse of civilization

# Social implications of the unconscious “lenses” through which we see the world

We think our thoughts/ beliefs about society are rational...but  
Just like there is a personal unconscious that is really in charge,  
there is a social or collective unconscious that is really in  
charge of our emotions, thinking and behavior at the level of  
our social interaction/beliefs.

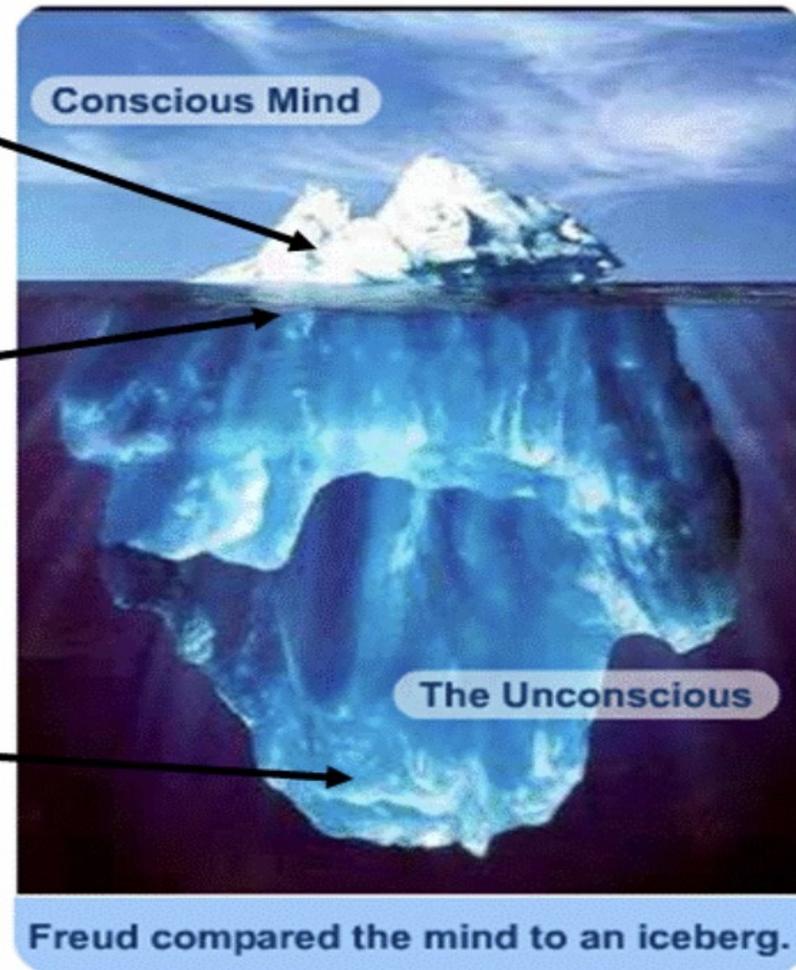
# The Unconscious Mind

**The conscious.** The small amount of mental activity we know about.

**The subconscious.** Things we could be aware of if we wanted or tried.

**The unconscious.** Things we are unaware of and can not become aware of.

The **id** is part of the unconscious mind and comprises the two instincts: Eros and Thanatos.



Thoughts  
Perceptions

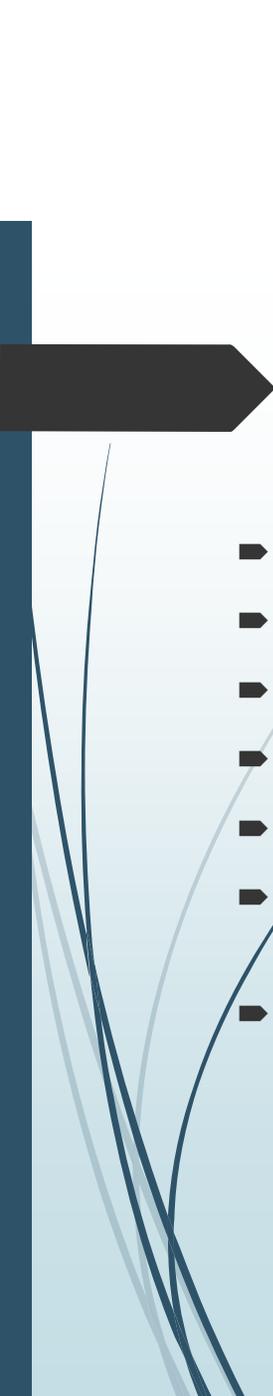
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Memories  
Stored knowledge

---

Instincts – Sexual and  
Aggressive

Fears  
Unacceptable sexual desires  
Violent motives  
Irrational wishes  
Immoral urges  
Selfish needs  
Shameful experiences  
Traumatic experiences



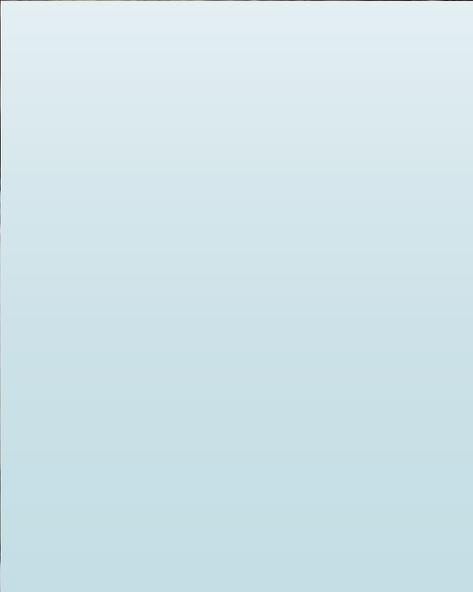
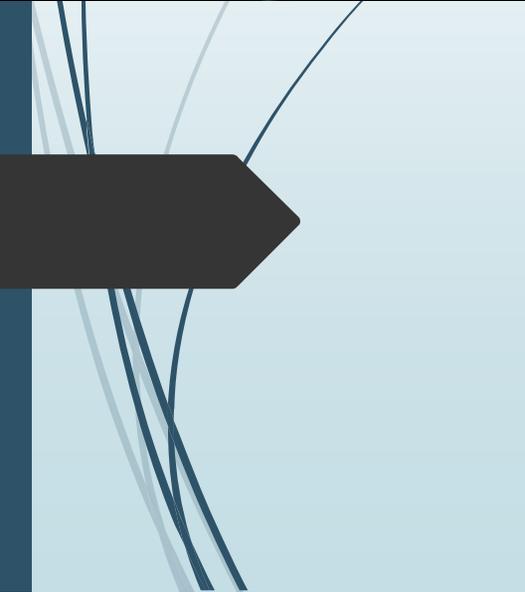
## We see the world not as it is but as we are

- 3 lenses
- Archetypes
- Stages of growth
- Instincts
- We see the shadows of these projected on the wall of the cave
- Take the economy for instance: the shadows are whatever ideology we hold: socialism, liberalism, conservatism and many other isms
- These are ideas for which we're ready to die and...kill





IT'S THE  
**ECONOMY**  
STUPID!





# Definition of economic system

- Process by which people choose how to use limited resources to meet their needs.
- Different “isms” have different ideas of how these limited resources should be divided among the population
- In general in the last 40 years we have been moving from an economy where distribution of wealth was more regulated and more equitable to one in which it is less.



Seeking  
Human  
Kindness



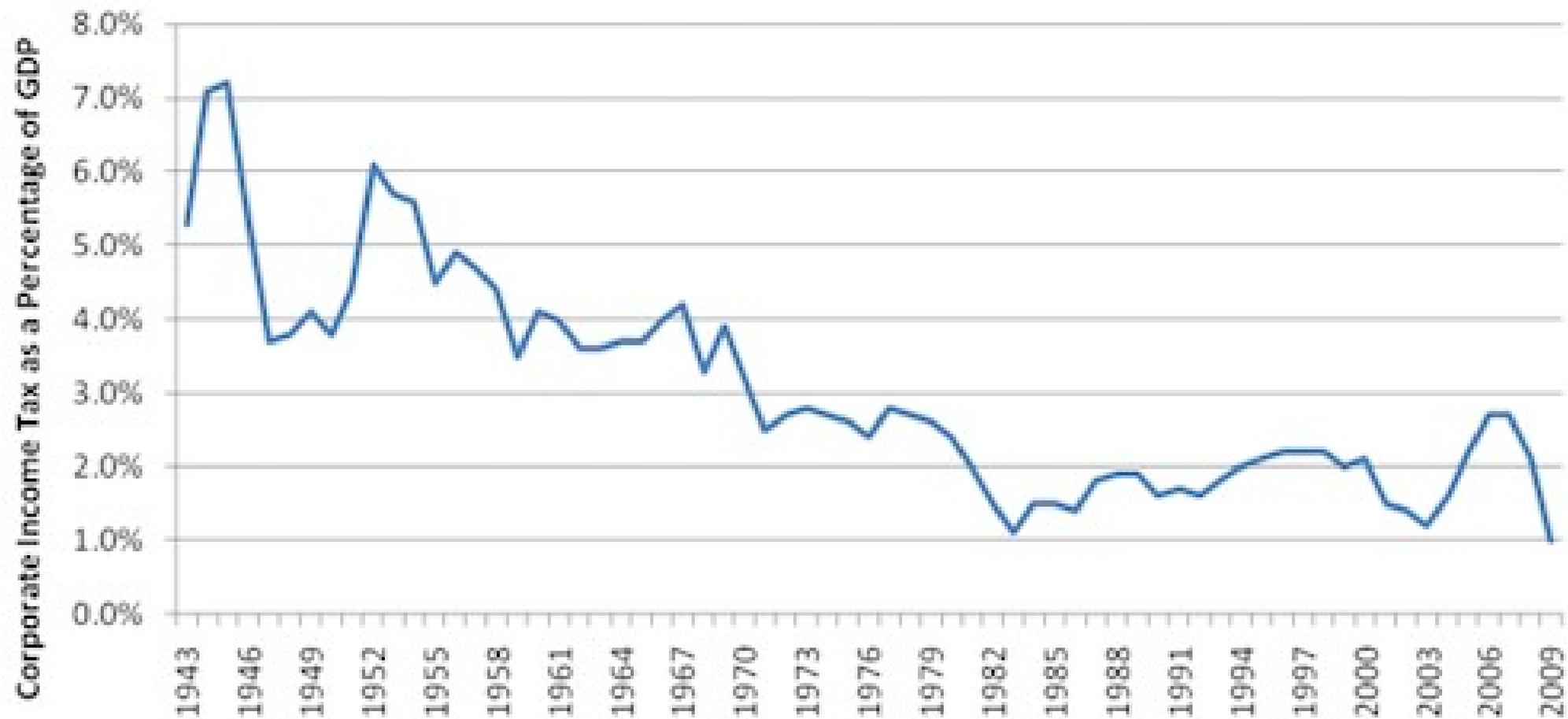
# RATIO OF CEO TO AVERAGE WORKER PAY



SOURCE: Economic Policy Institute. Ratio is average of CEO to average worker pay at the 350 largest US companies by sales.

BUSINESS INSIDER

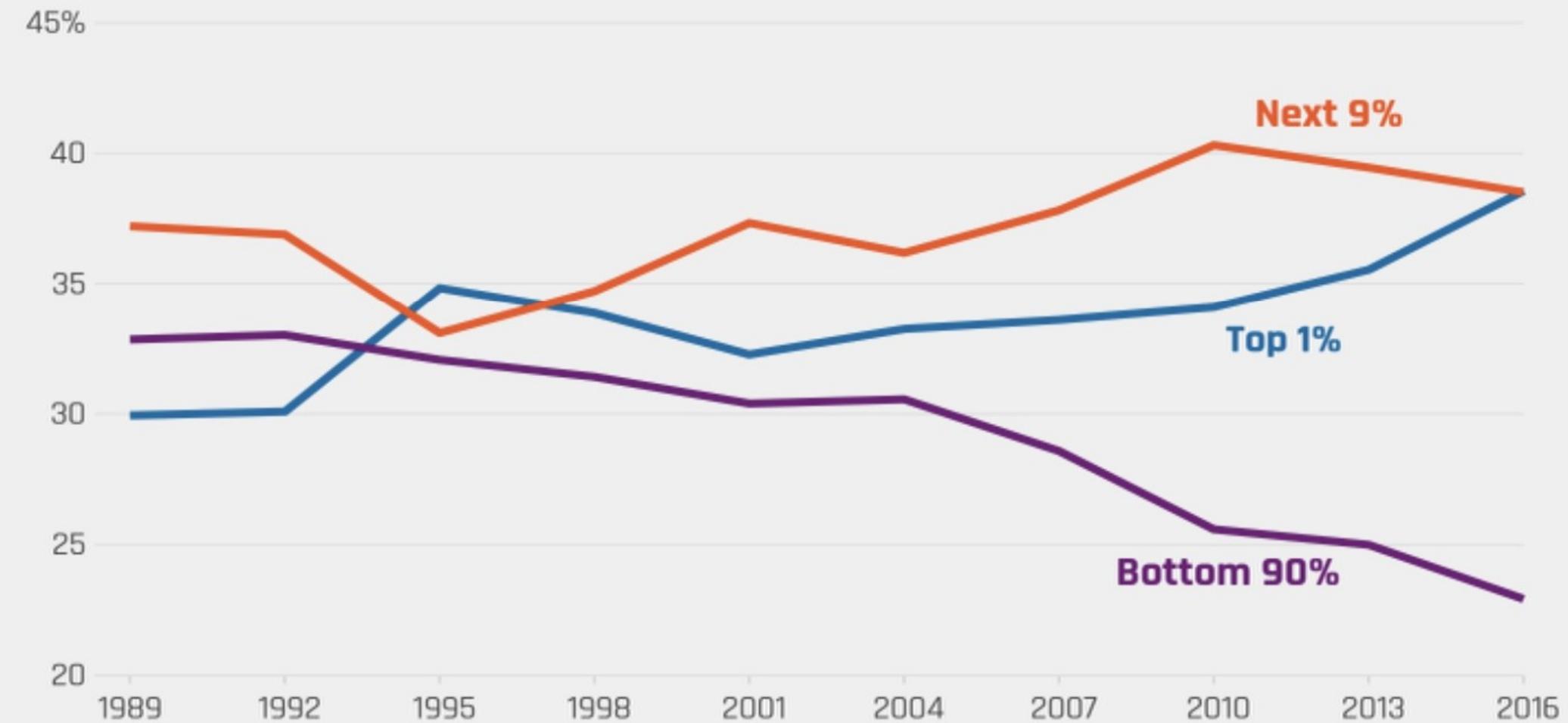
Figure 1: U.S. Statutory Corporate Income Tax as a Share of GDP



Source: Tax Policy Center; Budget of the United States Government, Historical Tables, FY2011.

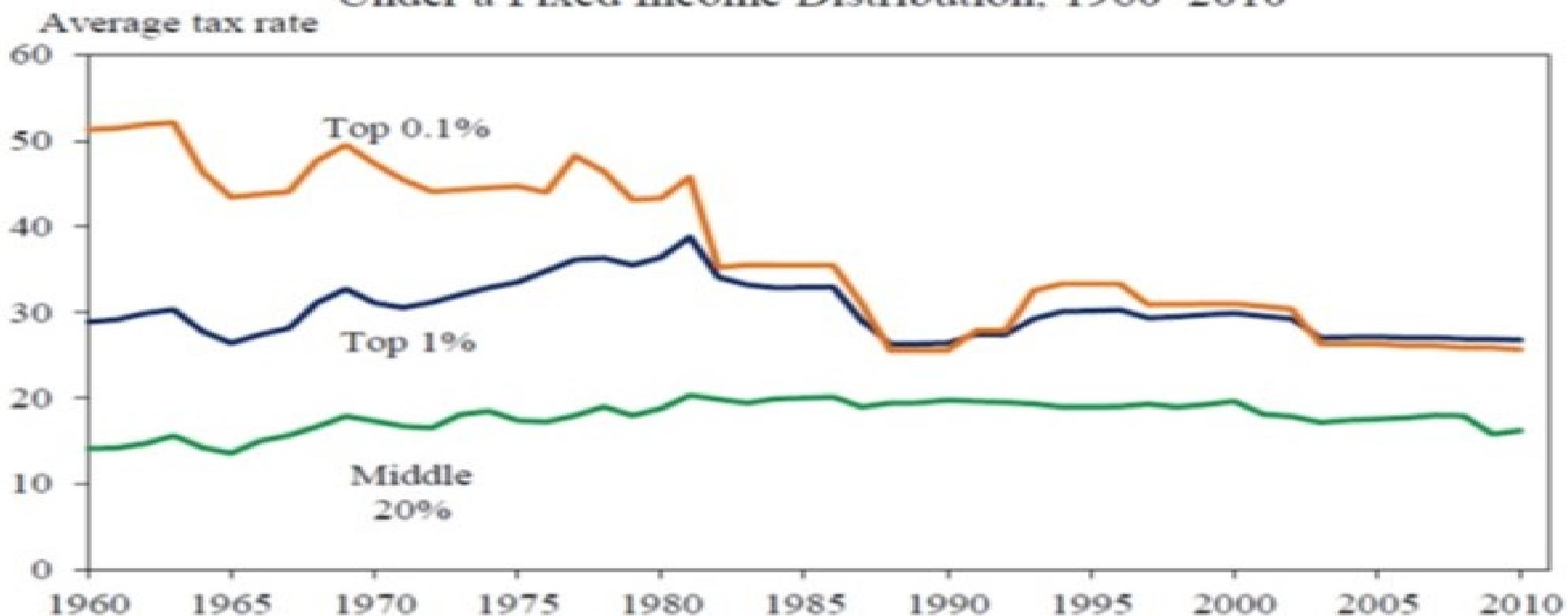
# The wealthiest Americans own an increasing share of wealth

Shares of wealth in the United States by wealth percentiles, 1989-2016



**Figure 1**

**Average Tax Rates for Selected Income Groups  
Under a Fixed Income Distribution, 1960–2010**



Note: Average Federal (income plus Federal Insurance Contributions Act) tax rates for a sample of 2005 taxpayers after adjusting for growth in the National Average Wage Index. Source: Internal Revenue System Statistics of Income 2005 Public Use File, National Bureau of Economic Research TAXSIM, and CEA calculations.



## The super-rich

🕒 This article is more than 1 year old

# World's 26 richest people own as much as poorest 50%, says Oxfam

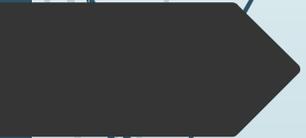
**Charity calls for 1% wealth tax, saying it would raise enough to educate every child not in school**



▲ The Oxfam report says that between 2017 and 2018 a new billionaire was created every two days. Photograph: Bloomberg via Getty Images

# So what?

Why are we talking about this in course in which we're trying to understand ourselves and how to improve our mental health?



# Gini Index

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By INVESTOPEDIA STAFF

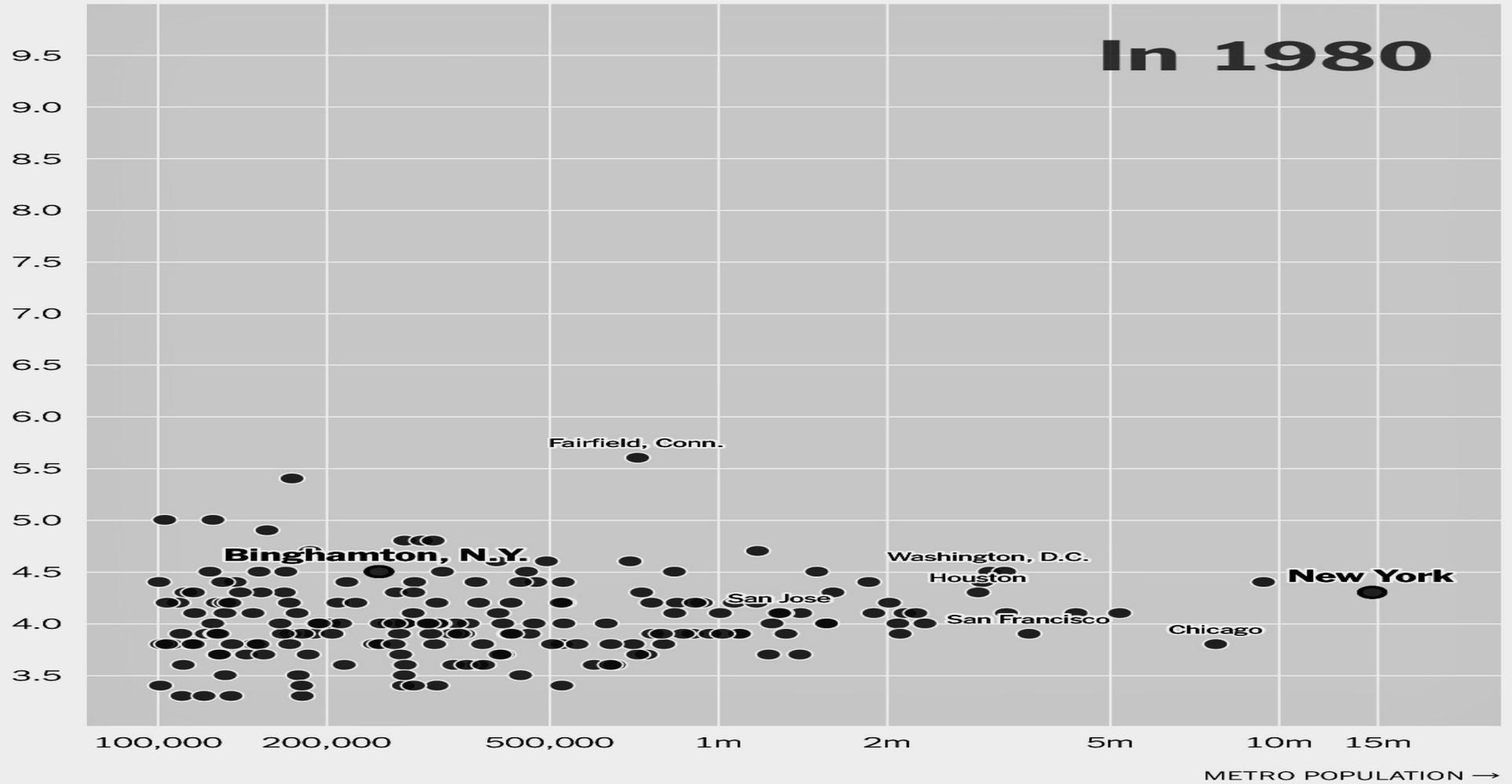
Reviewed By PETER WESTFALL  | Updated Feb 3, 2020

## What Is the Gini Index?

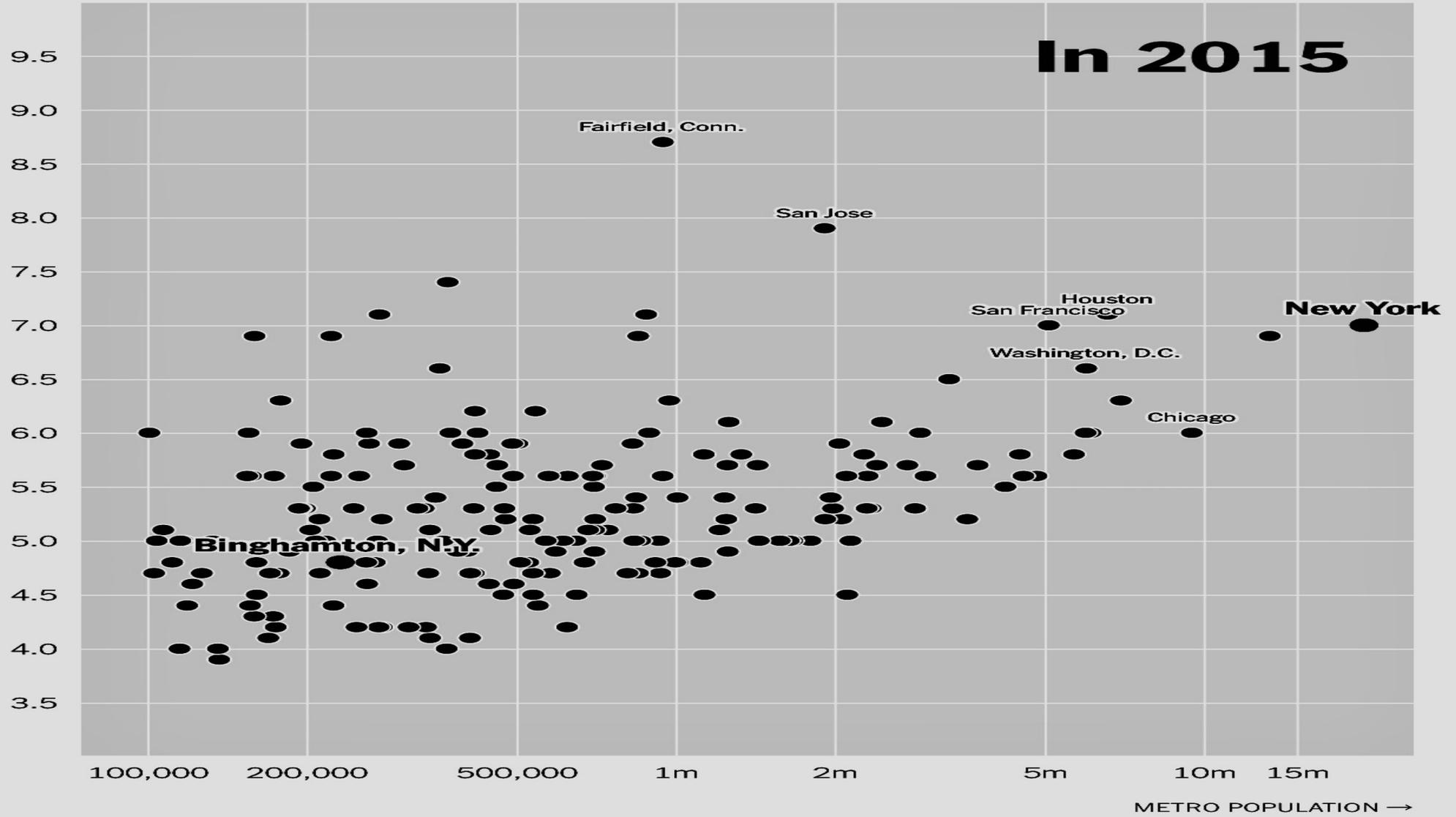
The Gini index, or Gini coefficient, is a measure of the distribution of income across a population developed by the Italian statistician Corrado Gini in 1912. It is often used as a gauge of [economic inequality](#), measuring income distribution or, less commonly, wealth distribution among a population. The coefficient ranges from 0 (or 0%) to 1 (or 100%), with 0 representing perfect equality and 1 representing perfect inequality. Values over 1 are theoretically possible due to negative income or wealth.

# Gini coefficient

↑ MORE INEQUALITY



↑ MORE INEQUALITY



# THE GREAT GATSBY CURVE

High Inequality is Associated With Less Economic Mobility



# The psychology of inequality and the impact on society

Nick Haslam April 15, 2017

income inequality, Social Impact, business culture



What does inequality do to our society – what does it do to us as citizens?



It is well known that economic inequality is rising. In most industrialised nations the distribution of wealth and income is becoming increasingly concentrated. In the United States, the top 10% of earners make more than **nine times as much** on average as the remainder, and in Australia the ratio approaches five.

***Rising economic inequality is associated with a variety of social ills including political instability...***

It is also well known that rising economic inequality is associated with a range of economic and social ills. More unequal societies tend to have worse **health**, more **obesity**, more **violent crime**, more **political instability**, and more **institutional corruption**.

## Effects of social inequality;

Social inequality affects nearly every dimension of our lives. For example, did you know that children from poor families are three times more likely to die from disease, accidents, neglect, or violence during the first year of life than those children born to wealthy families? In addition, on average, wealthy people live five years longer than those less fortunate.



# Effects of greater inequality

- Child mortality
- Life expectancy
- Social mobility
- Crime rate
- Incarceration
- Health
- Democracy
- Social stability
- Social cohesion
- Community investment
- Together these factors are called social capital vs gross domestic product



## Why does inequality result in social instability ?

- ▶ It's not how wealthy a society is
- ▶ Poor countries can have more equality (less wealth distributed more fairly)
- ▶ Rich countries can have less equality (more wealth distributed less fairly)
- ▶ Equality is more important in positive social outcomes than GDP.
- ▶ There is only so much inequality a functioning tribe can tolerate before a sense of injustice manifests.

# archetypes

Generous skilled hunter- hero is in attachment with everyone in their society

Selfish skilled hunter who only shares with his cronies- antihero or villain is in attachment with some fight/flight with others in his society (is a hero to only some- to others a villain)

But we don't always know who is a hero or a villain (promoting a fair distribution of resources.)

Because we may consider some people in our society to be the enemy and not us and see them from fight or flight not attachment. And...

Because of our big social cortex we're always playing games and we can be easily deceived or conned by others.

# Scapegoat and fawner archetype

- Archetypes dominate our ideas and beliefs. (figures the puppeteers are carrying whose shadows are projected on the wall) Archetypes are the real story, our ideas and beliefs are only the shadows on the cave wall
- In our emotional minds it's as if we still live in the small bands we lived in for millions of years (if you count our primate ancestors)
- Our emotional minds categorize alpha individuals as either generous skilled hunters (hero archetype) in it for everyone or as selfish skilled hunters in it for a few (villain archetype)
- So using their social skills what is the selfish skilled hunter to do if he/she wants to preserve his power?
- He can dominate with fear or but that's not good social skills. Or...
- Knowing from game theory that the enemy of my enemy is my friend
- Redirect anger of the tribe towards a distraction by spinning a story (we easily believe stories ): Some within our society don't deserve our attachment or empathy.
- This distraction is the "scapegoat" which is also an archetype (present from time immemorial and deeply embedded in our minds)
- With a scapegoat the anger of those who follow a leader is directed away from the injustice of great inequality towards the scapegoats or the "others" ( Jews, black people, the poor, liberals, conservatives etc.)
- Other archetypes: the fawners or enablers side with the selfish hunter against the scapegoats ( bully, bullied and bystander) The puppet masters pull the strings of the skilled hunters.(secret Cabal- elders of Zion, Qanon.)



## Politics and the economy

- ▶ Affect health more than any other variable (health care providers, health technologies and treatments)
- ▶ We don't pay much attention to social factors in medicine because...
- ▶ It's a complex story that requires us to understand ourselves and how our unconscious minds work. But...
- ▶ Do we want to live in a society of selfish or generous skilled hunters? Do we want to consider some in our society unworthy and unredeemable and what does that lead to?



## Why are we ready to die and kill for our ideas and beliefs even when they are not good maps of what's out there?

- ▶ We're always convinced they are and we don't understand how our minds work.
- ▶ This is very similar to why as individuals we persist we doing things we know are self-destructive.
- ▶ Primates bands in conflict with other primate bands pull together behind a leader in order to survive. If they didn't they would be beaten by a band that does. Discipline in warfare.
- ▶ That's why when there's a war a leaders popularity skyrockets.
- ▶ And why soldiers form such strong bonds with each other.

# What happens to our brains when we listen to leaders and/or charismatic people?

EEG and PET scanning show that our cortex shuts down and our limbic system turns on.



# My social experiment

**Candace Amber Farmer**<sup>[2]</sup> (*née Owens*; born April 29, 1989) is an American [conservative](#) author, commentator, and political activist.<sup>[3][4][5][6]</sup> Initially critical of President [Donald Trump](#) and the [Republican Party](#), Owens has become known for her increasingly pro-Trump activism as a black woman,<sup>[7]</sup> in addition to her criticism of [Black Lives Matter](#) and the [Democratic Party](#).<sup>[8][9][10]</sup> She worked for the conservative advocacy group [Turning Point USA](#) between 2017 and 2019 as its communications director.<sup>[11]</sup> She is scheduled to have her own podcast with [The Daily Wire](#).<sup>[12]</sup>

☰ Contents ▾

## ^ Early life and education

With her siblings, Owens was raised in [Stamford, Connecticut](#), by her grandparents from around the age of 11 or 12, after her parents divorced. She was the third of four children.<sup>[13][3]</sup> She said her paternal grandfather Robert Owens, a [Black American](#), was born in [North Carolina](#).<sup>[3]</sup> Owens is also of [Caribbean American](#) heritage through her grandmother who is originally from [Saint Thomas, U.S. Virgin Islands](#).<sup>[14]</sup> She is a graduate of [Stamford High School](#).<sup>[15]</sup>

In 2007, while a 17-year-old senior in high school, Owens said she received three racist [death threat](#) voicemail messages, totaling two minutes, that were traced to a car in which the 14-year-old son of then-Mayor, and future governor, [Dannel Malloy](#) was present.<sup>[16][17][18][19]</sup> Joshua Starr, the city's superintendent of schools, listened to the voicemail messages and said that they were "horrendous".<sup>[19]</sup> Owens' family sued the Stamford Board of Education in federal

### Candace Owens



Owens in 2018

<b>Born</b>	Candace Amber Owens April 29, 1989 (age 31) <a href="#">Stamford, Connecticut</a> , U.S.
<b>Education</b>	<a href="#">University of Rhode Island</a> (dropped out)
<b>Occupation</b>	Commentator, political activist
<b>Years active</b>	2017–present
<b>Organization</b>	<a href="#">PragerU</a>
<b>Political party</b>	<a href="#">Republican</a> <sup>[1]</sup>

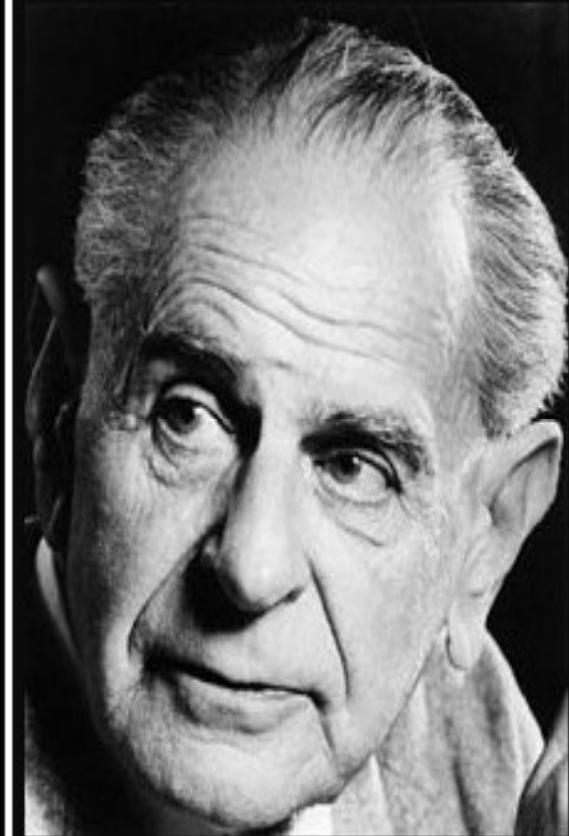
# What happened when I listened to Candace Owen ?

## emotionally

- ▶ Found myself agreeing with her outrage when she criticized social justice warriors, opponents of free speech, accusations against all white males of being misogynist, privileged and patriarchal (identity politics)
- ▶ Found her articulate, persuasive and having a compelling origin story.
- ▶ Found myself wanting to agree this is most important problem in contemporary society
- ▶ Became angry and outraged by the intolerance of progressives.
- ▶ All this happened really fast...Then

## rationally

- ▶ Realized she was building a "straw man"
- ▶ I was siding with her intolerance against the intolerance of others which can only worsen polarization in society
- ▶ Intolerance is not primarily something rational it can be seen from 3 lenses perspective as not wanting to cooperate with the tribe, being in fight/flight and narrowing our circle of care.
- ▶ Members of a tribe can and should disagree with each other while accepting they don't necessarily have all the answers and can learn something. "I have all the answers" is a power move.
- ▶ We get at better maps or reality through dialectical dialogue not verbal combat.



We should therefore claim, in the name of tolerance, the right not to tolerate the intolerant.

(Karl Popper)

But we do well to understand intolerance's emotional underpinnings so that as a society we can succeed.

*Father, forgive them,  
for they know not what they do.*

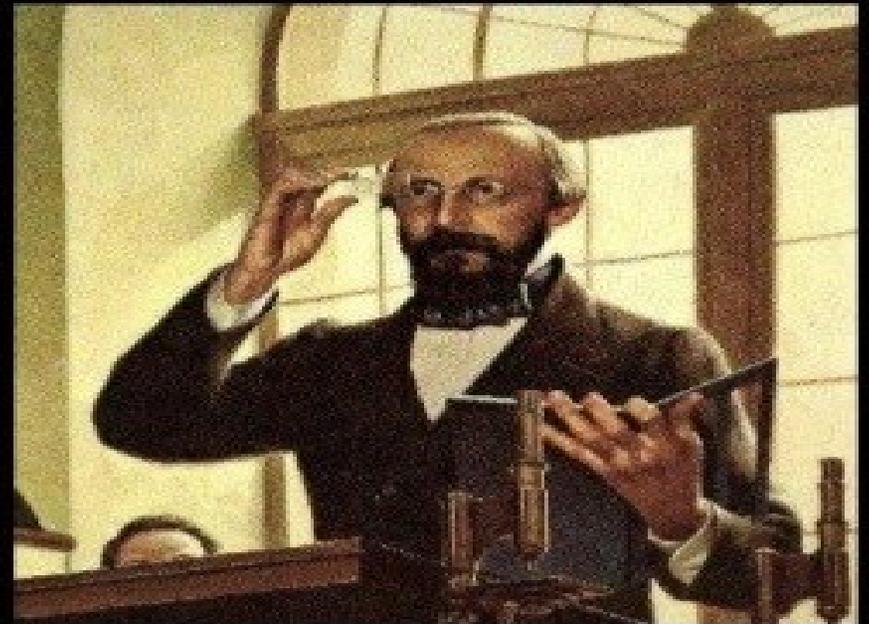
*-Luke 23:34-*



# Bottom line

- ▶ Social equity is hugely important for mental health (orders of magnitude more than meds, psychotherapy, counselling, social work...)
- ▶ Great inequality/inequity historically almost always leads to collapse of empires and institutions (ex. Rome and Christianity. Christianity and the reformation were primarily economic revolutions)
- ▶ Politicians who favour and implement policies that decrease disparity make the greatest contribution to promoting mental health in society, not mental health professionals or their technologies.)
- ▶ Those whose economic policies foster inequality/inequity damage mental health and social capital.

Medicine is a  
social science,  
and politics  
nothing but  
medicine on a  
grand scale.

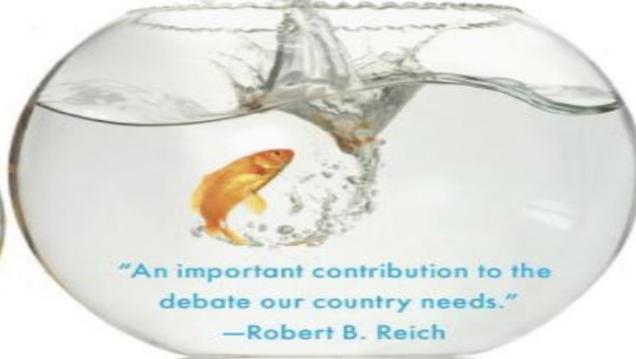


- **R. Virchow, *Die Medicinische Reform*, 1848**

INTERNATIONAL BESTSELLER

# THE SPIRIT LEVEL

Why Greater Equality Makes  
Societies Stronger



"An important contribution to the  
debate our country needs."  
—Robert B. Reich

RICHARD WILKINSON AND KATE PICKETT

Foreword by Robert B. Reich  
Copyrighted Material

## Equality



## Equity





If any of this is new to you, don't accept it or reject it because I've presented it. Instead think about it and think about what you can do with this information.





Dolly Parton and Porter Wagoner perform together in 1978.

MICHAEL MAUNEY / GETTY IMAGES

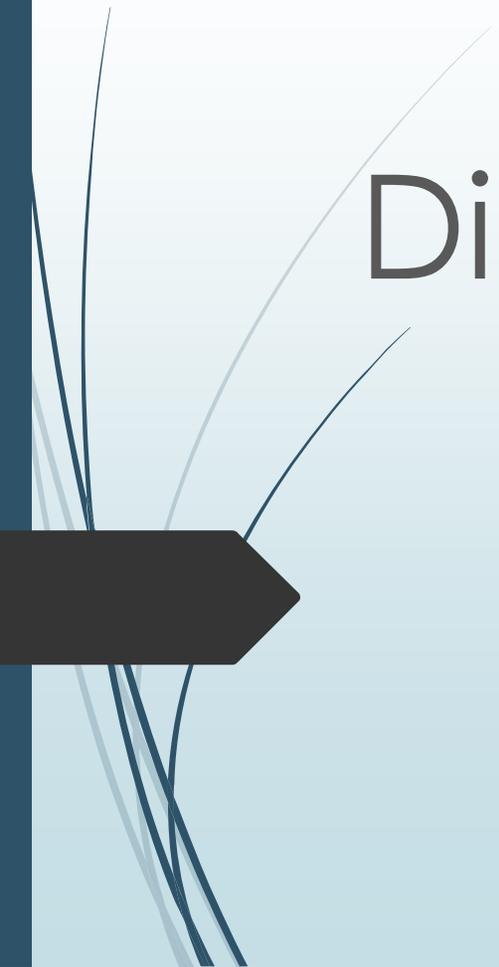
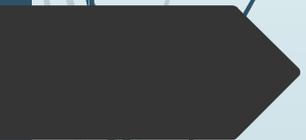


# Practicing the 6 tools

➡ Holes diary card continued



# Diary card practice







# Home practice

- Submit questions or comments to [itssimple2021@gmail.com](mailto:itssimple2021@gmail.com)
- Read green book p. 47-68
- have targets in your diary card and use it.
- Continue reviewing and practicing your crisis plans
- Keep a list of all the skills you're learning (Chinese menu) practice each to find your favorites (including your sensory grounding kit, vagal breathing...)
- If any of what we discussed today is new to you, don't accept it or reject it because it was presented . Instead think about it and think about what you can do with this information.

Check the skills you used and \* the skills that helped the most.

Module	Skill	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Core Mindfulness Skills	Wise Mind							
	Observe: just notice (urge surfing)							
	Describe: put words on							
	Participate: enter the experience							
	One mindfully: in the moment							
	Non-judgmentally: just the facts							
Interpersonal Effectiveness Skills	Effectively: focus on what works							
	Observe the Breath							
	Pros and Cons of Using Interpersonal Skills							
	Challenging Myths that get in the way							
	Clarifying goals in the interpersonal situation							
	Objectives effectiveness: DEAR MAN (Describe, Express, Assert, Reinforce, Mindfully, Acting confident, Negotiating)							
	Relationship Effectiveness: GIVE (Gentle, Interested, Validating, Easy manner)							
	Self-respect Effectiveness: FAST (Fair, no Apologies, Stick to values, Truthful)							
	Evaluating Options for Intensity							
	"I Feel" Statements							
Emotion Regulation Skills	Effective listening							
	Saying No and Observing Limits							
	Model of Emotions							
	Function of Emotion							
	Pros and Cons of Changing Emotions							
	Challenging Myths about emotions							
	Check the Facts							
	Opposite Action							
	Problem Solving							
	Accumulate Positive emotions (short and long term)							
	Build Mastery							
	Cope Ahead							
	Experience my emotion as a wave							
	Practice loving my emotions							
Distress Tolerance Skills	PLEASE							
	STOP							
	Activities							
	Contributions							
	Comparisons							
	Emotions							
	Pushing away							
	Thoughts							
	Sensations							
	TIP							
	Imagery							
	Finding meaning							
	Prayer							
	Relaxation							
	One mindfully							
	Vacation							
	Encouragement							
	Radical acceptance							
	Turning the mind							
	Willingness							
Half Smile								
Willing Hands								
Self Sooth								

- 
- Questions
  - Comments
  - feedback



See you next week