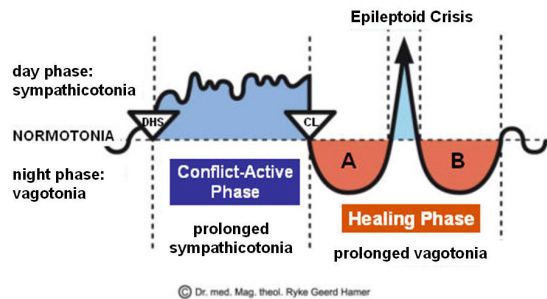




## CASE STUDY 71

**DATE:** October 2017

**CLIENT:** 19 year old right-handed female



**Subjective Complaint:** The client was referred to the clinic for help with her **anxiety** and panic attacks. Her mother reports that they witnessed her have a panic/anxiety attack about 2 months ago just before the start of the school year (her first year in university). Mom reports that they saw her family doctor who diagnosed her with Generalized Anxiety Disorder and recommended medications. However, since she was previously aware of GNM, she wanted a second opinion and was curious about a GNM explanation. The client reports that her anxiety symptoms present as **heart palpitations, shortness of breath, nausea and dizziness**. She admits that her first symptoms probably started when she was much younger, about 9 or 10 years old. She claims that she has been able to handle her symptoms normally, without telling anyone or showing any visible signs of having anxiety. She indicates that most of her anxiety is triggered by worry about school and grades and not being able to do well academically. She also reported that her anxiety symptoms come and go but that they are often daily and especially during the school year. She indicates that she has become very good at hiding it or managing on her own. The client admits that she was scared when her anxiety became uncontrollable a few months ago and that she's been worried about it ever since.

**Observation:** The client was observed to be otherwise healthy and did not present with any anxiety symptoms during our consultation.

**Organs Affected:** **Right myocardium (ventricles): striated muscles**

Embryonic Germ Layer: new mesoderm

Brain Control Centre: cerebral medulla

**GNM Explanation:** **Anxiety presenting as heart palpitations and shortness of breath: an overwhelming negative stress in relation to mother/child** (because she is right-handed). This Biological Special Program involves necrosis of the heart muscle tissue during the **Conflict Active Phase** and tissue refilling and restoration during the **Healing Phase**. The **biological purpose** is at the end of the Biological Program, where the heart muscle is stronger than before in order to better handle future overwhelming situations. During the Epileptoid Crisis, the person can experience painful cramps, heart palpitations and breathing difficulties. It appears that the client experienced an Epileptoid Crisis a few months ago, and is currently in the Healing Phase (**hanging healing**) with tracks that trigger the symptoms. Her original conflict (DHS) must be identified and brought to her awareness in order for the SBS to be completed.

**GNM Understanding:** The client understood the GNM explanation and originally thought her overwhelm had to do with not being prepared to do speeches when she was in Grade 3, causing her to feel sick and anxious. However, after making the connection, she did not have any change in her symptoms in a follow up session a few weeks later. We decided to look for a different conflict around that same time. The client then recalled that the overwhelming negative stress could be related to the problems she was having with reading when she was in Grade 3 (**her DHS**). She admits that she needed a lot of help from her mom who was trying to be very patient with her. She indicates that she did not want to disappoint her mom by falling behind in school because of her reading problems. She recalls feeling anxiety around school ever since. Upon further self-reflection, she admits that underneath her fear of failing at school is the fear of disappointing her mother. She now admits that this has translated to her fear of failing in her career, and life in general, which perhaps led to her increased overwhelm around going to university and whether she could handle it.

She was asked to make the conscious connection that her anxiety symptoms are related to her feeling overwhelmed about reading when she was in grade 3. She also needed to understand that she related the fear of failing academically to her mother who she did not want to disappoint. It was recommended that she remind herself that it was safe to fail and to make mistakes because her mother would support and love her regardless. She needed to realize that she could now let go of those childhood fears as she is now a young adult who has successfully achieved and accomplished what she wanted academically. It was recommended that she change her perspective about academic success, and to tell herself when she becomes anxious, that her mother loves her no matter what. General balancing techniques was provided and she was asked to do a follow up visit within a couple of weeks.

**Results:** The client sent me an email one month later stating that she was feeling a lot better since our last session. She reported only one episode of anxiety since our last session but that she was able to manage on her own. She indicates feeling relieved to be less anxious about her school and academic performance, and that she now knows what triggers her anxiety and what she can do about it. During another follow up several months later, the clients shared that she continues to have no problems with anxiety or panic attacks.

*For clarification of specific terms, please visit the glossary or site search feature in our GNM website*

**Extracted from: [www.LearningGNM.com](http://www.LearningGNM.com)**