

ABOUT



LISA KILTZ, PHD

psychologist | illustrator | scientist

As a science illustrator, I combine psychology, creativity and science to bridge the gap between academic research and society through illustrations and cartoons. My aim is to bring psychological and scientific content closer to people in an adorable and accessible way in order to educate, destigmatise, and raise awareness to thus better explain how psychology and social sciences work. In doing so, I also pay attention to diversity and accessibility.

M.Sc. Psychologist | 2017

PhD Teacher Education | focussing on education and health psychology, 2024

Systemic Coach | 2021



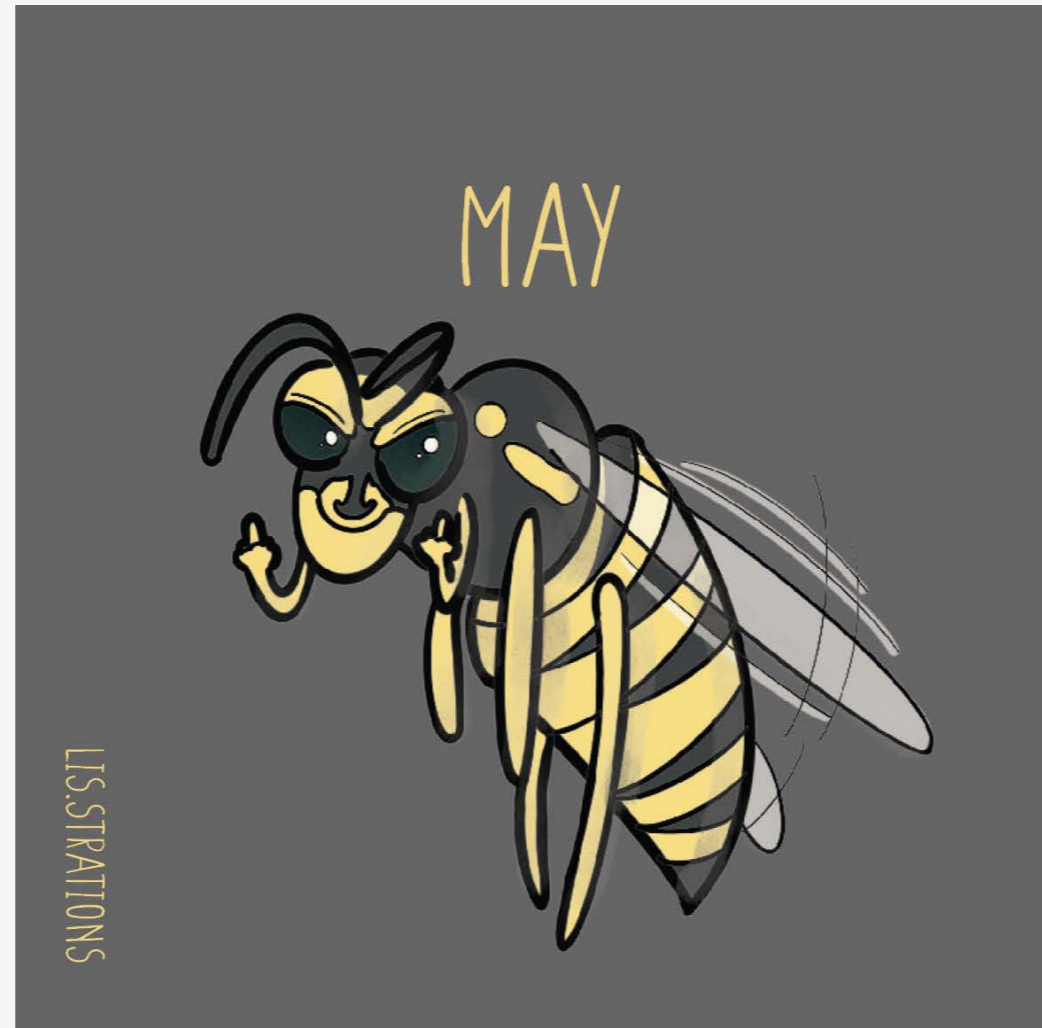
PSYCHOEDUCATIONAL CALENDAR (2025 & 2026)

Client | Free work

Type of work | desk calendar

Tasks | Text & image – visual translation of research results – content design & visual concept – typographie

Drawing illustrations and designing a desk calendar. In 2025, it provided food for thought each month based on my own doctoral thesis; in 2026, it featured animal metaphors visualising personality disorders



MON	TUE	WED	THU	FRI	SAT	SUN
				1 ^{DEU}	2	3
4	5 ^{NLD}	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

ANTISOCIAL PERSONALITY DISORDER

Characterised by disregarding rules and social norms as well as a lack of remorse for others
– just like a wasp behaving like the asshole it is!



LIS.STRATIONS

ABOUT LIS.STRATIONS:

Hi! I am Lis and with lis.strations, I aim to combine my background as a psychological researcher with my passion for drawing cartoons. If you are interested in knowing more, check out...

my website lis-strations.com

my instagram [@lis.strations](https://www.instagram.com/lis.strations)

my dissertation on students' well-being and basic psychological needs including a cartoon summary



HOW TO USE THIS CALENDAR:

This calendar includes per month an illustration, an overview of the month including both German and Dutch holidays, and a monthly „need check-in“. Those are based on the Self-Determination Theory of Deci & Ryan (1985) and aim to let you reflect on how your needs of autonomy, competence, and relatedness may affect your well-being (at work).



AUTONOMY



COMPETENCE



RELATEDNESS



SEPTEMBER



LIS.STRATIONS

MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

AVOIDANT PERSONALITY DISORDER

Characterised by being socially guarded and avoidant due to fears of inadequacy and other's criticism – just like an ostrich putting its head in the sand!

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3 ^{GER}	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

MONTHLY NEED CHECK-IN:

When during the day do you prefer to work? Are you most productive at those times or are there other reasons? And does your job provide the flexibility to work at those times?



AUTONOMY

OCTOBER



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TRAUMBERUF PSYCHOLOGIE

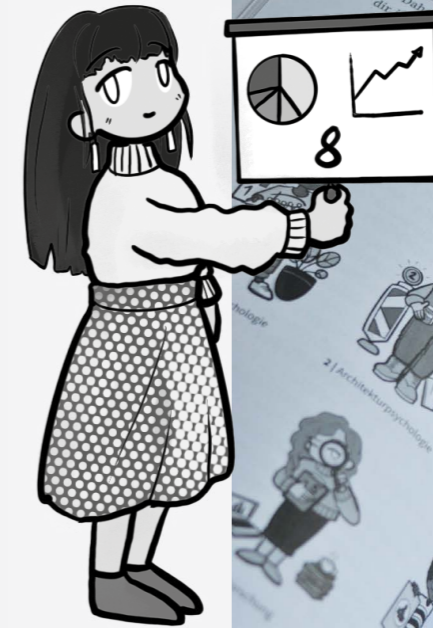
(in print)

Client | Deutscher Psychologen Verlag
(dpv; German psychology publisher)

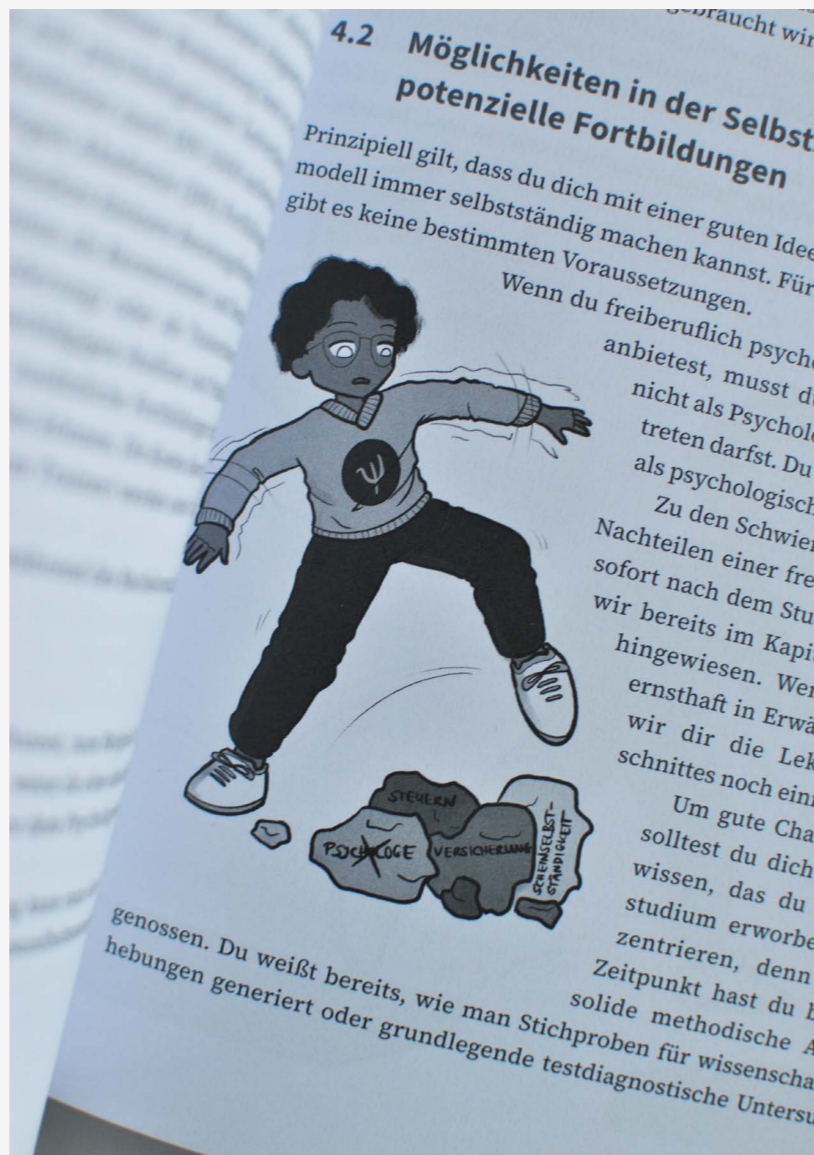
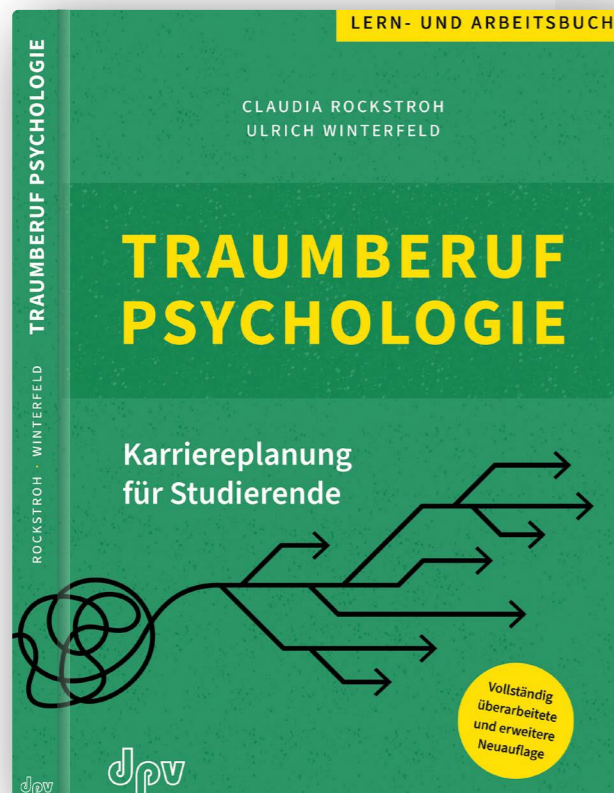
Type of work | Illustrations to visually support the book

Tasks | Image – visual concept

Design of two characters who guide readers through the book; visual summaries of the chapters based on their content; cover design based on previous editions & design of chapter covers based on their content; visualisation of various psychological professions

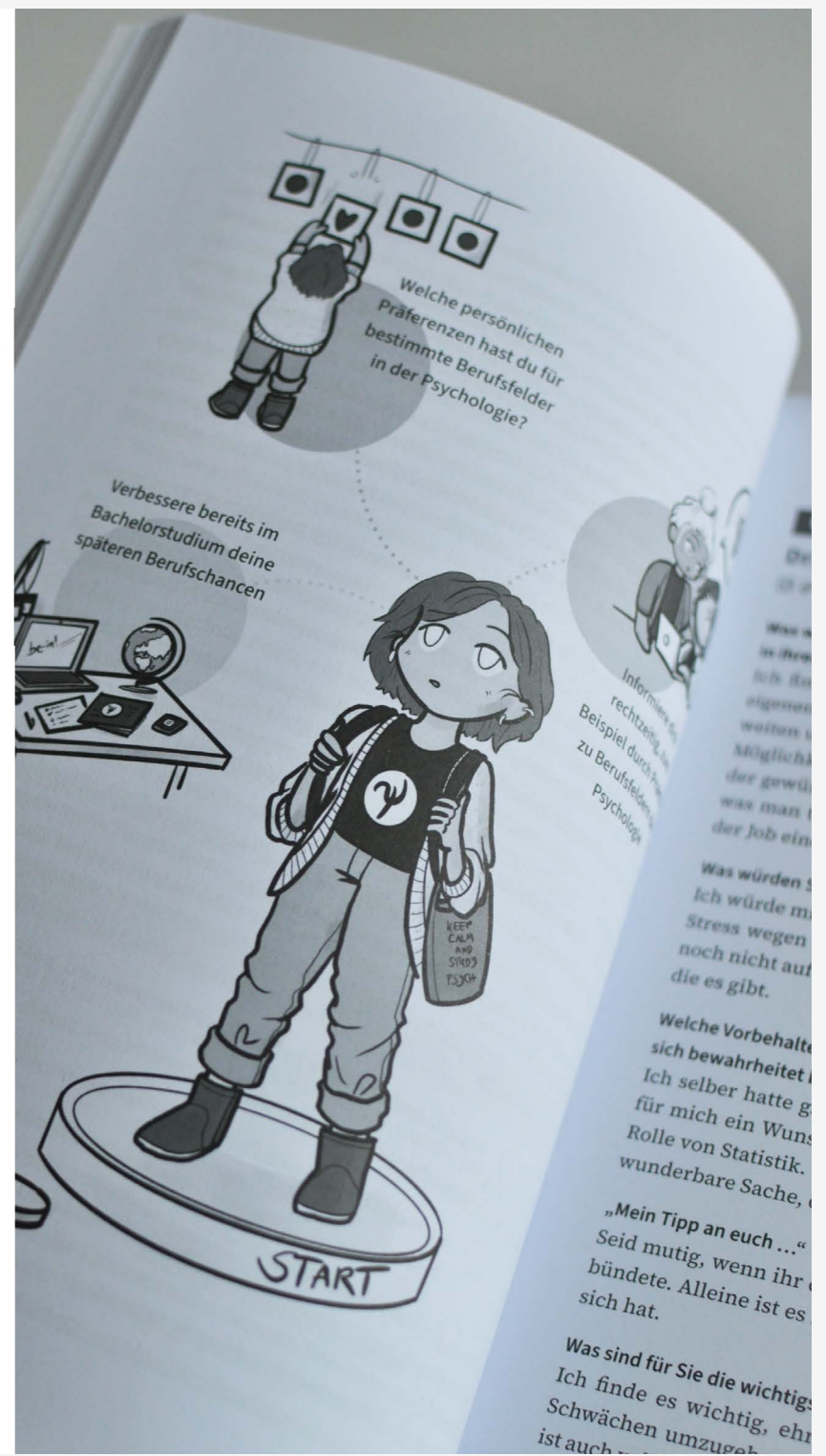
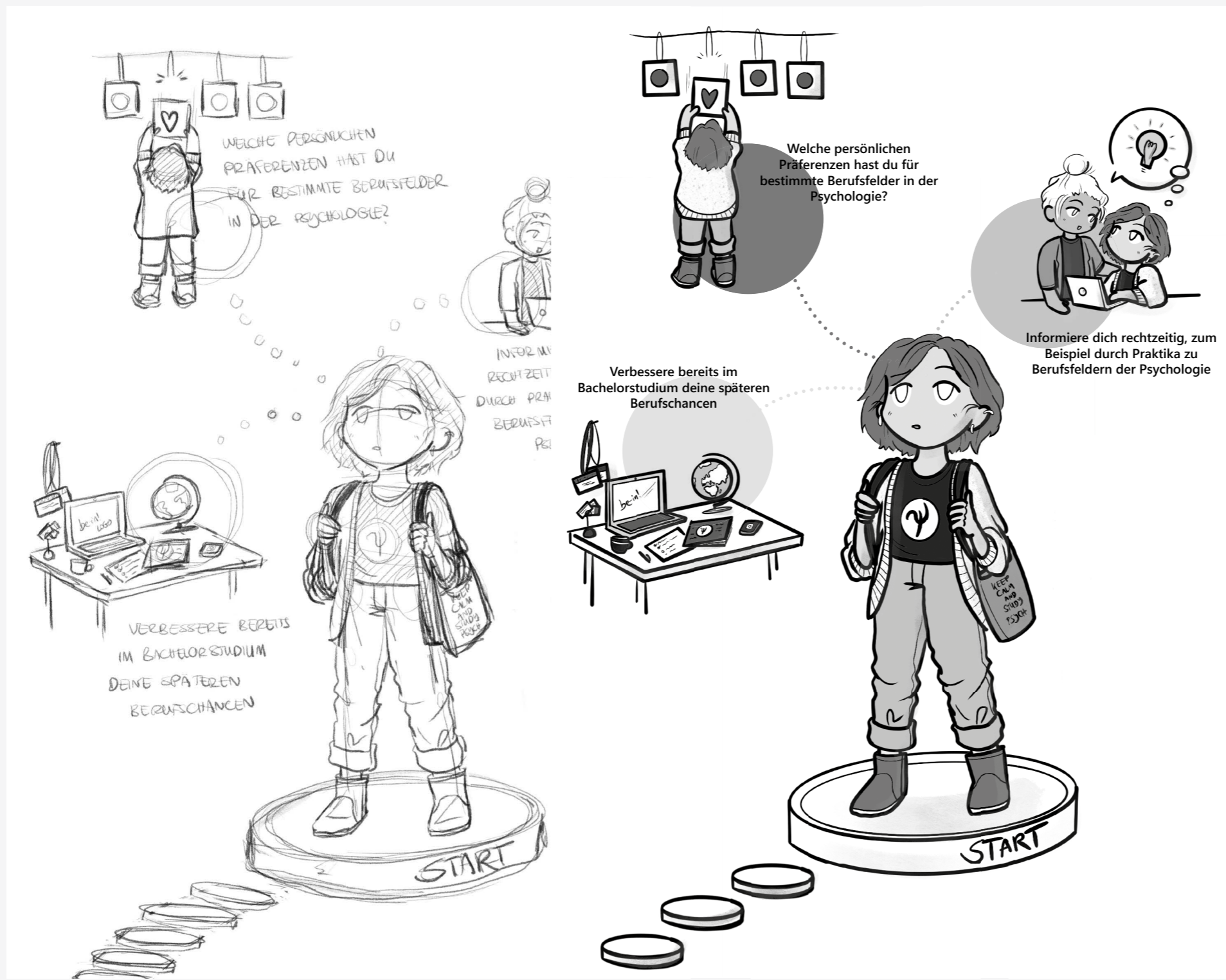


PSYCHOLOGICAL PROFESSIONS



CHARACTERS





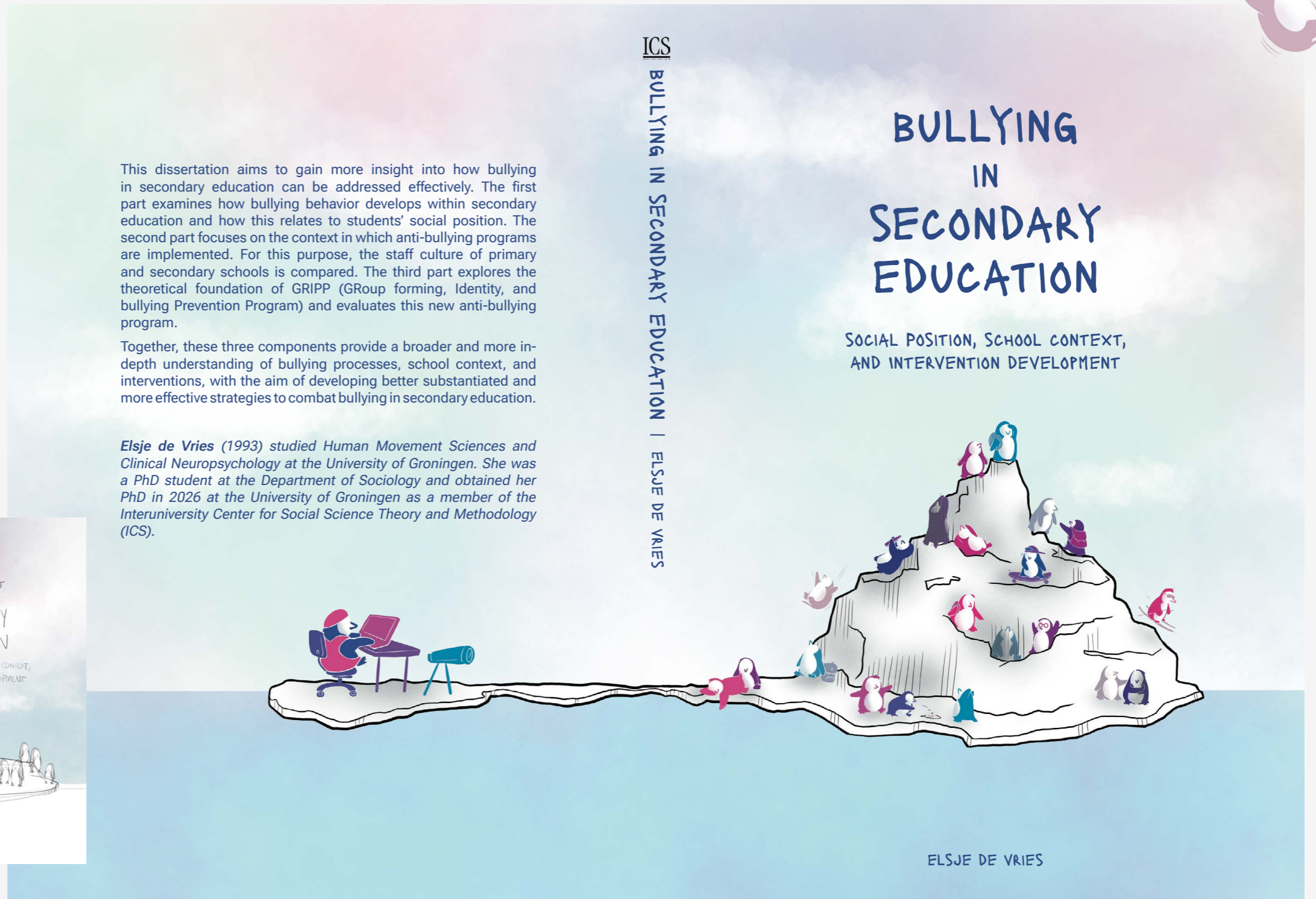
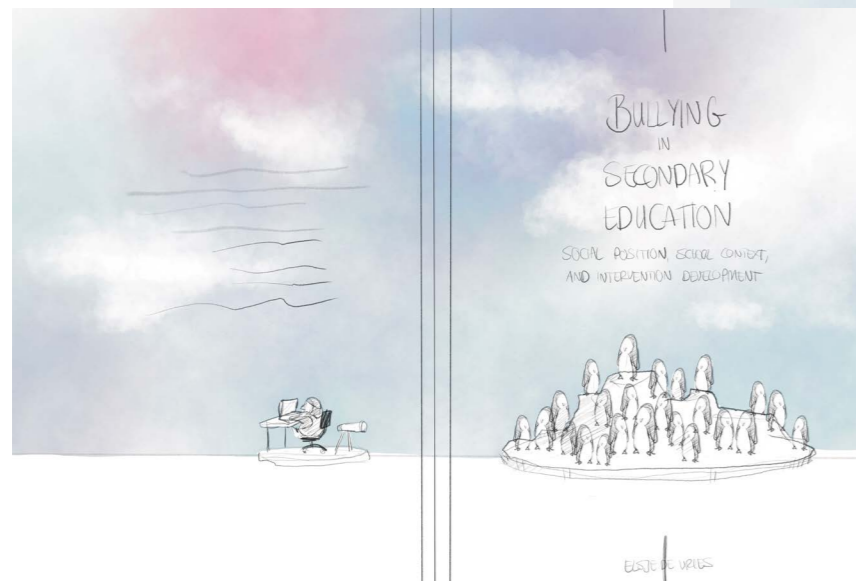
BULLYING IN SECONDARY EDUCATION (2026)

Client | Private person

Type of work | Visual summary, dissertation

Tasks | Text & image – visual translation of research results – content design & visual concept – typography

Visual summary of a dissertation focusing on bullying in secondary education, in which we wanted to visualise group dynamics and hierarchies summarising the method, results and conclusion of the whole dissertation in form of cartoonish illustrations, repeating the design of the dissertation itself



This dissertation aims to gain more insight into how bullying in secondary education can be addressed effectively. The first part examines how bullying behavior develops within secondary education and how this relates to students' social position. The second part focuses on the context in which anti-bullying programs are implemented. For this purpose, the staff culture of primary and secondary schools is compared. The third part explores the theoretical foundation of GRIPP (GRoup forming, Identity, and bullying Prevention Program) and evaluates this new anti-bullying program.

Together, these three components provide a broader and more in-depth understanding of bullying processes, school context, and interventions, with the aim of developing better substantiated and more effective strategies to combat bullying in secondary education.

Elsje de Vries (1993) studied Human Movement Sciences and Clinical Neuropsychology at the University of Groningen. She was a PhD student at the Department of Sociology and obtained her PhD in 2026 at the University of Groningen as a member of the Interuniversity Center for Social Science Theory and Methodology (ICS).



BULLYING IN SECONDARY EDUCATION

Social Position, School Context, and Intervention Development
 Doctoral Thesis, Elsje de Vries



How can we tackle bullying at the start of secondary education?

Bullying and Victimization Trajectories in the First Years of Secondary Education (Chapter 2)

The first two years of secondary education are characterized by search of a strong social position - and hence, also a peak of bullying

We identified four groups of students in this period

Strategic bullies

Reduce their bullying behaviour when they have established a strong social status; they are popular, well-liked, and have many friends

Victims

Are bullied by (non-)strategic bullies

Uninvolved students

Are not involved in bullying activities



Non-strategic bullies

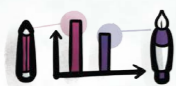
Maintain their bullying behaviour throughout time, are more popular, well-liked, and have many friends; however, they do face increasing rejection over time

Conclusion:

As students' social positions are established just after one month of secondary education, interventions must be implemented from the very first day and must take the strategic aspect of bullying into account.

Differences in Staff Culture between Primary and Secondary Schools (Chapter 3)

Staff culture in terms of shared decision-making and collaboration differs across countries and school form:



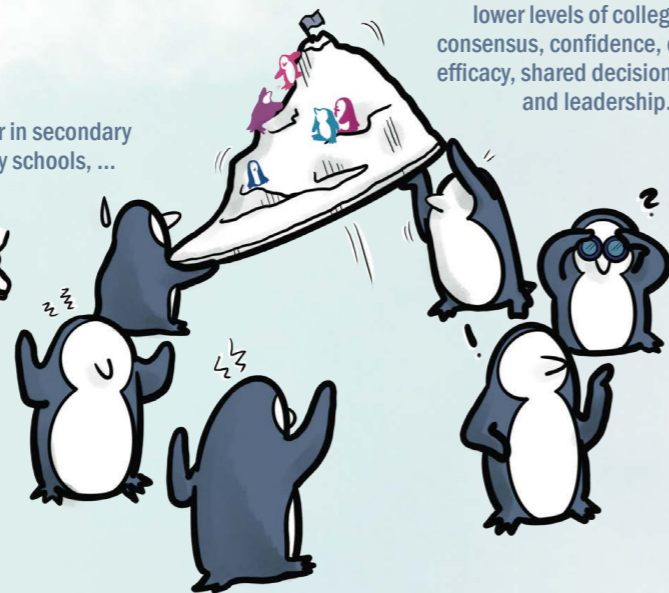
Staff culture is weaker in secondary compared to primary schools, ...

... particularly in England and the Netherlands



A reason for this may be that secondary schools employ four times as many staff, which results in greater challenges to align values, expectations, and beliefs - and implement interventions.

Secondary school staff experience lower levels of collegiality, consensus, confidence, collective efficacy, shared decision-making, and leadership.



Potential solution:

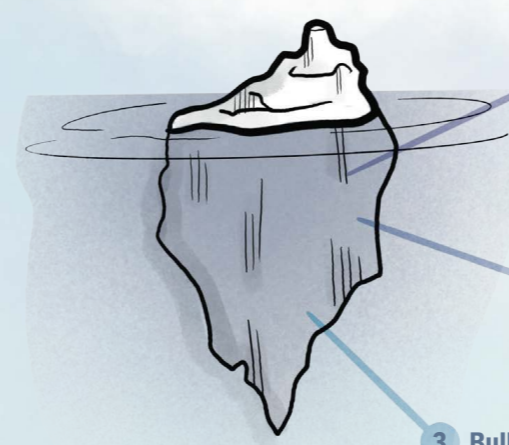
Team leaders need to foster collaboration and alignment of values to improve the implementation of interventions



In this dissertation, we investigated the feasibility of the newly developed anti-bullying intervention GRIPP (Group formation, Identity development, and bullying Prevention Program).

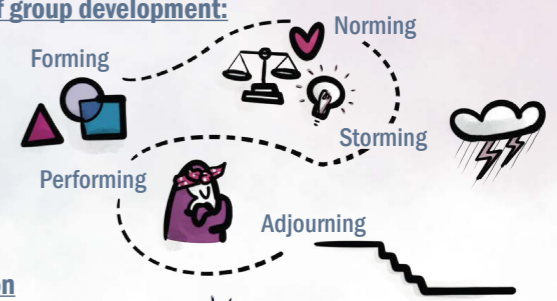


GRIPP is based on three Theoretical Processes of Change (Chapter 4)



1 Five phases of group development:

Groups can move through stages fluidly, revisiting earlier stages - which is why GRIPP works throughout the whole cycle

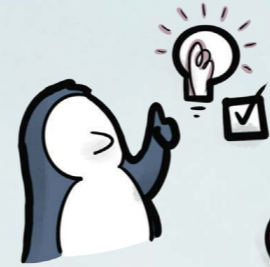


2 Identity formation

Children experience a need for status in (early) adolescence

3 Bullying as group phenomenon

Bullying is a group phenomenon so the solution to bullying lies within the group



Our Feasibility Study of GRIPP (Chapter 5) showed that teachers were satisfied with the materials and content of the intervention and experienced it useful for longterm implementation in secondary education

Moreover, we did not encounter adverse effects on bullying!

GRIPP constitutes a promising tool, found feasible to implement and ready for further testing!

However, researching interventions in educational settings remains challenging, because of...

Moreover, we showed that we can demonstrate the content of an intervention - such as an anti-bullying program - with a taxonomical instrument. Like that, we do not have to reinvent the wheel over and over again.

Inevitable convenience sampling

COVID-19 as a challenging period for both research and education

Uninvolved school leadership conducting intervention implementation

Active parental consent restricting the sample

Find the entire dissertation here:



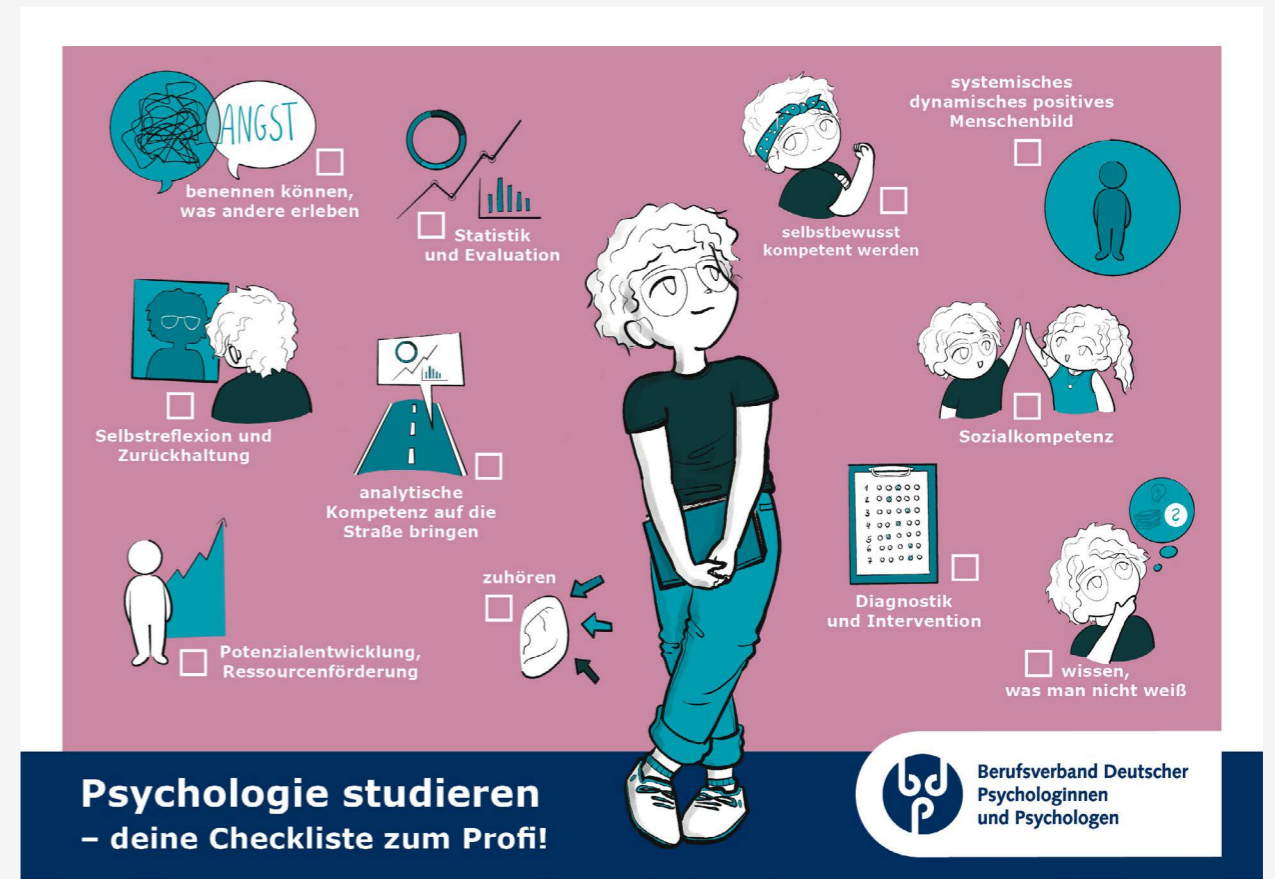
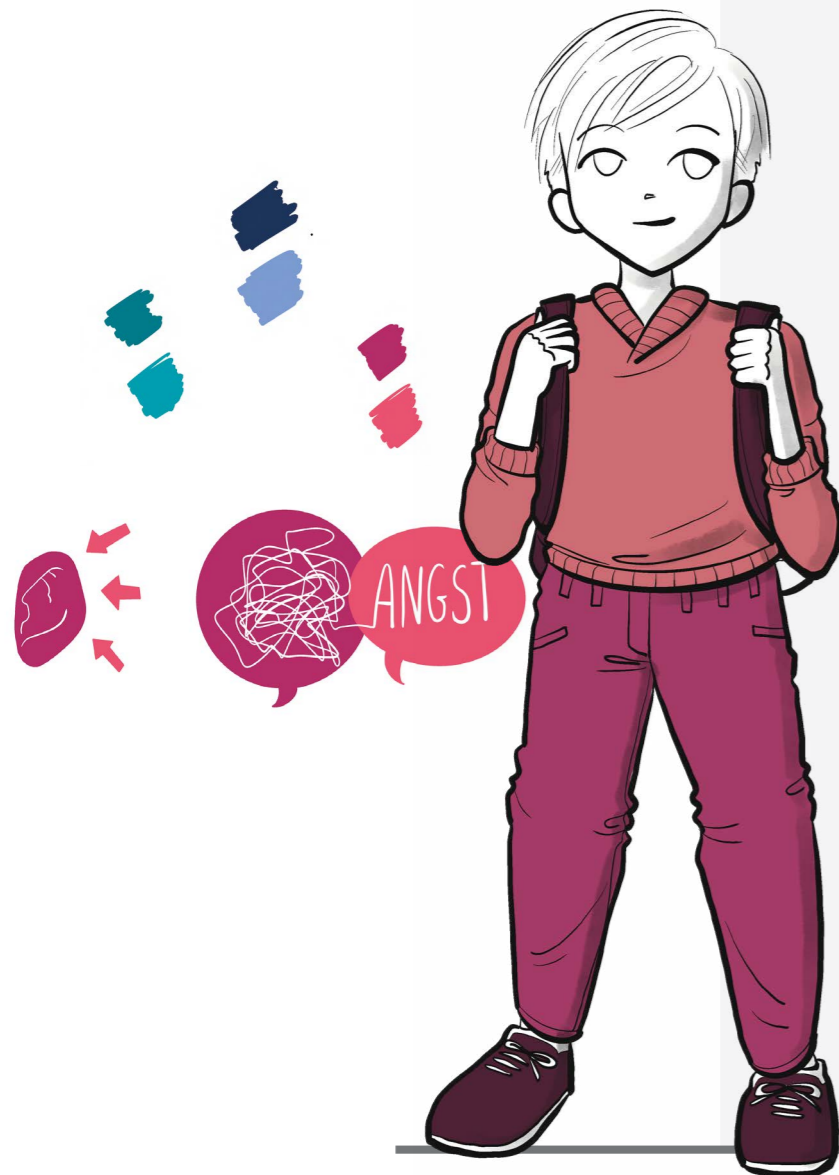
CHECKLIST WITH PSYCHOLOGY SKILLS (2024)

Client | Berufsverband deutscher Psychologinnen und Psychologen (bdp; German association for working psychologists)

Type of work | Postcards

Tasks | Image – visual concept

Checklist that outlines the skills acquired during psychology studies, with the aim of boosting psychology students' self-efficacy and self-confidence.





erfassen können,
was andere erleben

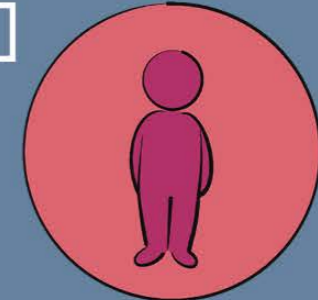


Statistik
und Evaluation

systemisches
dynamisches positives
Menschenbild



selbstbewusst
empathisch werden



Selbstreflexion und
Offenheit



analytische
Kompetenz auf die
Straße bringen



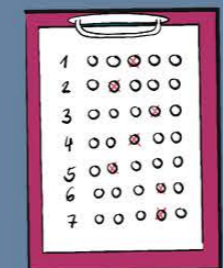
Sozialkompetenz



Potenzialentwicklung,
Ressourcenförderung



aktives Zuhören



Diagnostik
und Intervention



wissen,
was man nicht weiß



Psychologie studiert
– jetzt kannst du was!



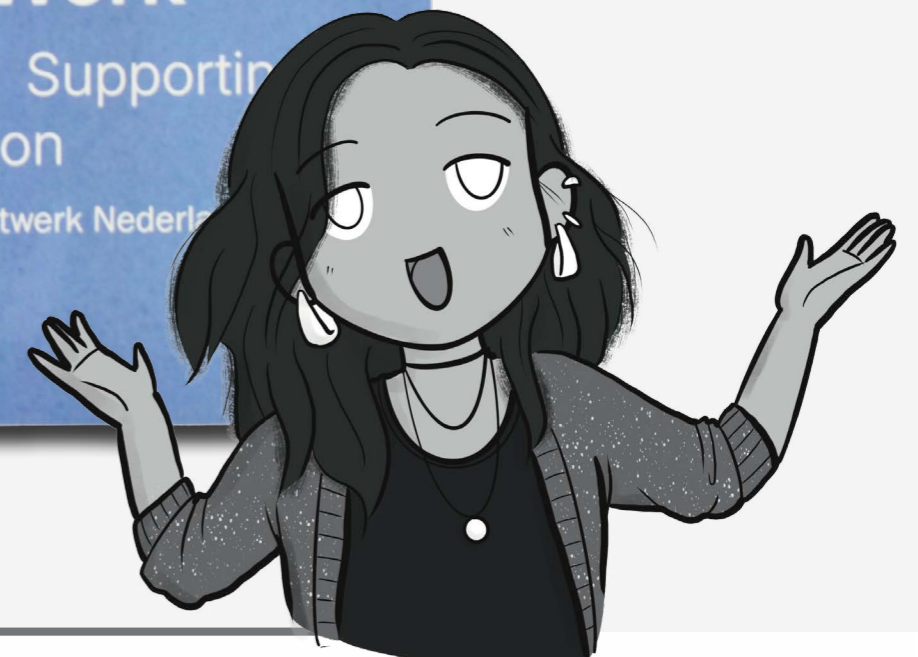
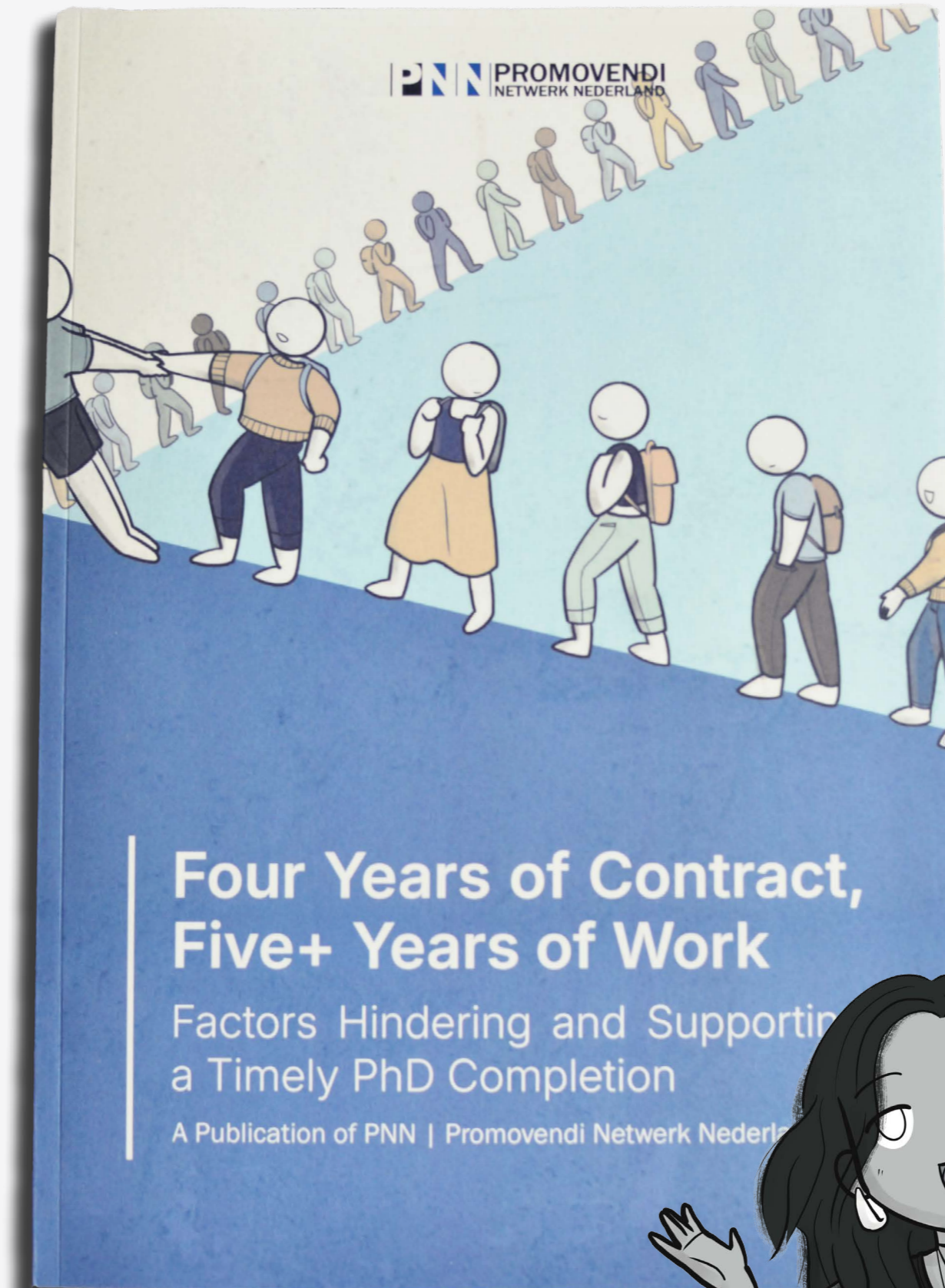
FOUR YEARS OF CONTRACT, FIVE+ YEARS OF WORK (2025)

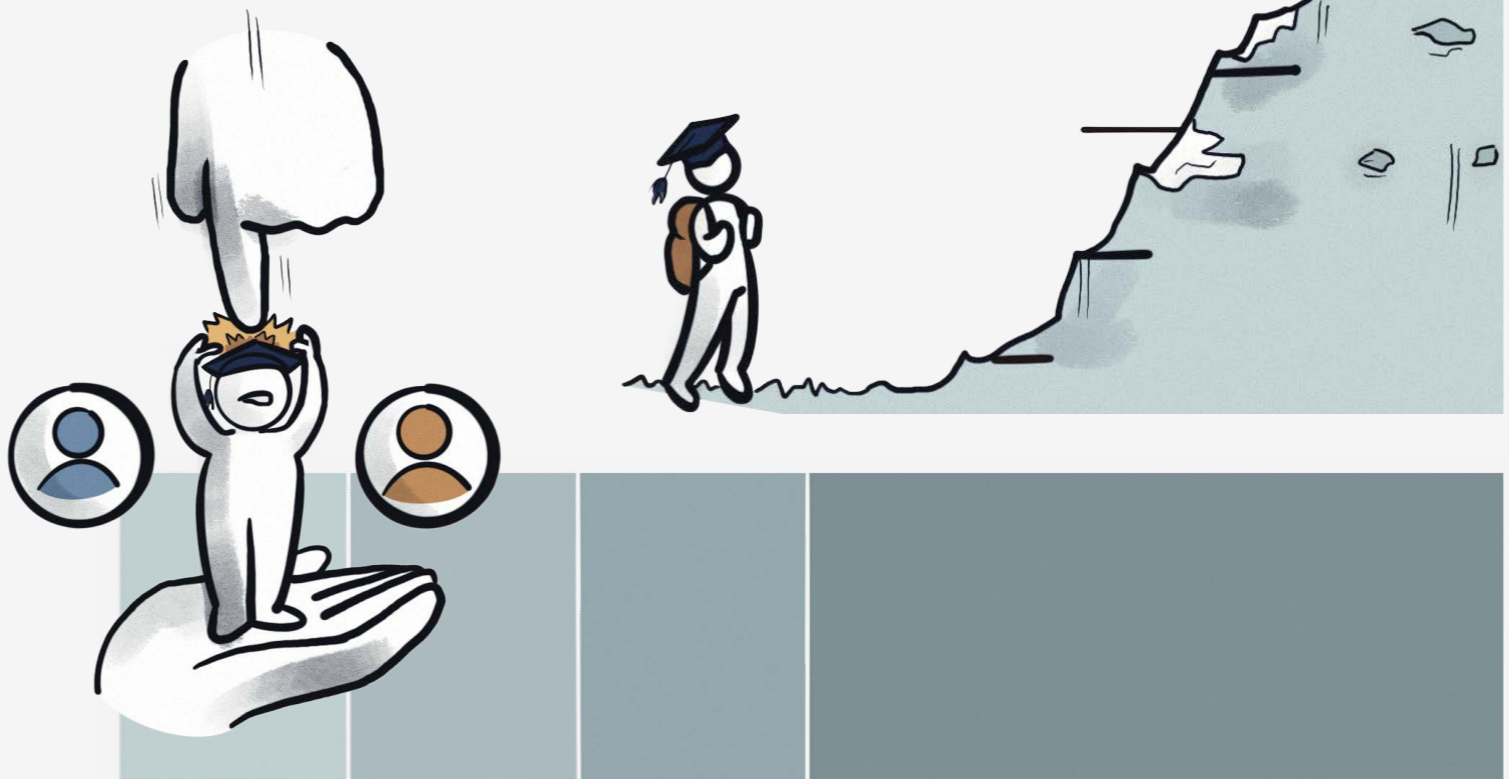
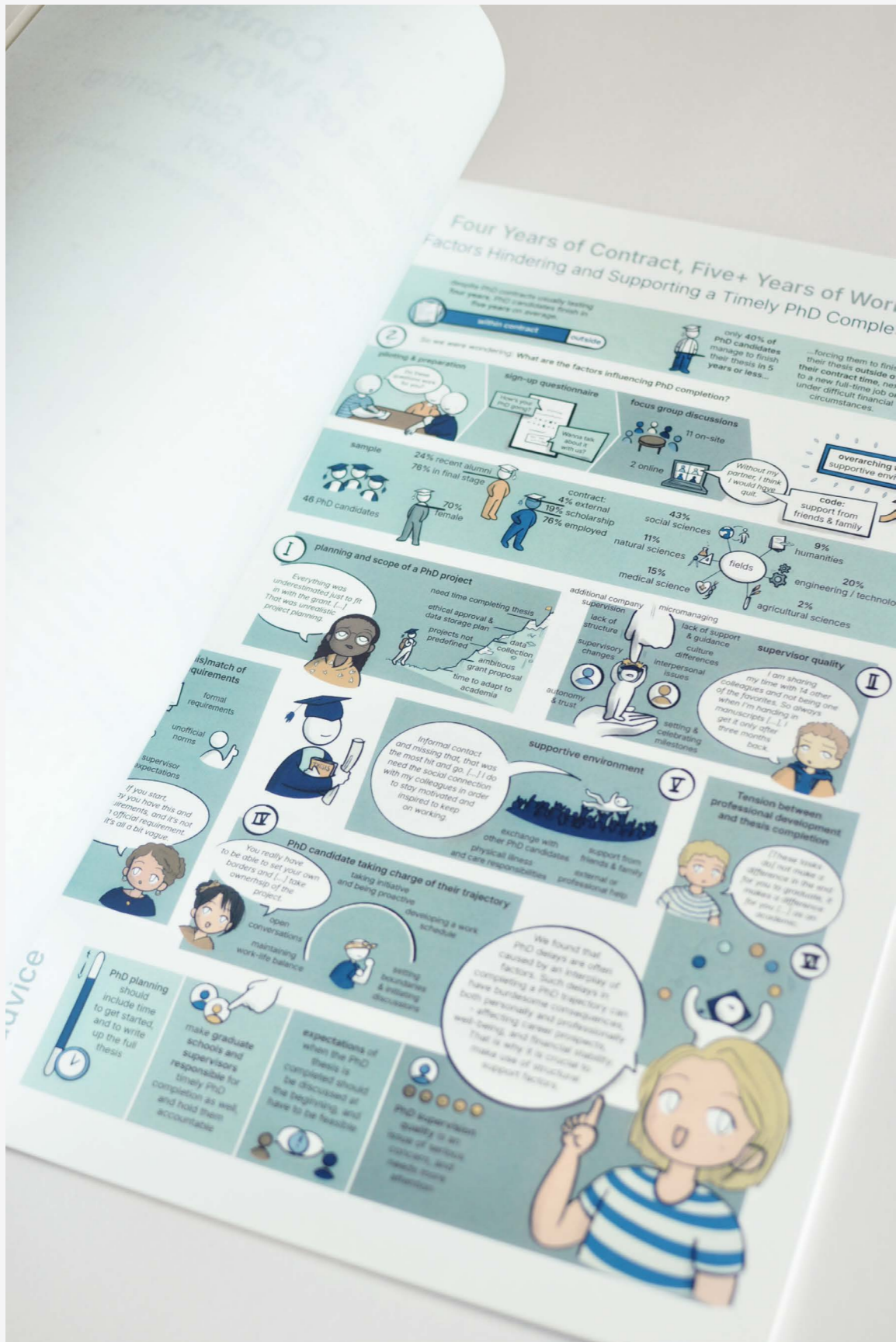
Client | Promovendi Netwerk
Nederland (PNN; network of Dutch
PhD students)

Type of work | Report & Infographic

Tasks | Text (Infographic) & image –
visual translation of research results
– content design (Infographic) & visual
concept – layout – typography

Design of a report on factors that
hinder or promote the completion of
a doctoral thesis in the Netherlands,
including: cover design, report layout,
illustration of a character who guides
the reader through the report, visual
summary of the research project as an
infographic.





WELBEVINDEN EN VEERKRACHT (2025)

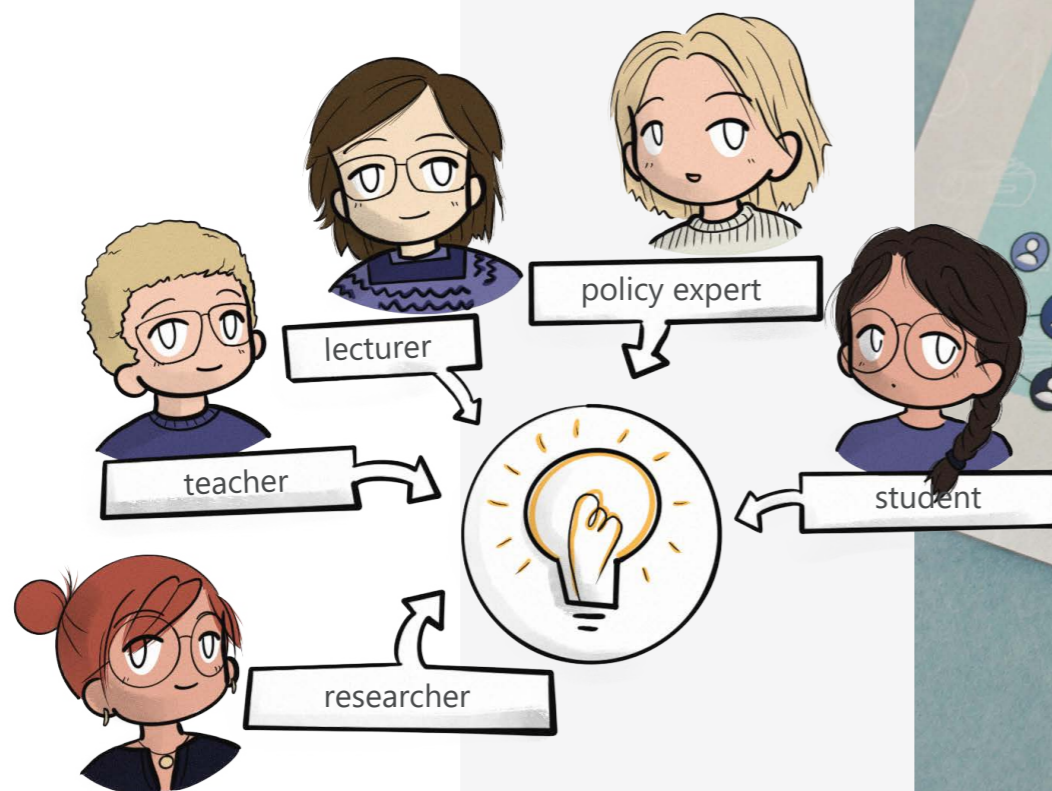
Client | University of Groningen

Type of work | Infographic, visual summary, handbook, supporting visuals for videos

Tasks | Text & image – visual translation of research results – content design & visual concept – typographie

Designing visuals for a research project and translating the project including theory, methods, and results in a visual form

funded by a grant from NRO (The Netherlands Initiative for Educational Research)



VISUAL SUMMARY



Welbevinden en veerkracht van aanstaande leerkrachten

– een onderzoeksproject om initiatieven in het kader van de NPO-middelen in kaart te brengen

Marjon Fokkens-Bruinsma, Esmee Kamp-Bolks, Marieke Pillen, & Lisa Kiltz

Context van dit onderzoek

Veerkracht en welzijn als oplossing voor de oplopende lerarentekort

daarom NPO middelen voor initiatieven om welbevinden en veerkracht te bevorderen

Onderzoeksdoelen

- a) in kaart brengen van de NPO-initiatieven
- b) werkzame elementen identificeren
- c) en meer inzicht krijgen in verduurzamings- en boringsactiviteiten

Welbevinden en veerkracht

Welbevinden
levenskwaliteit & vermogen om zinvol en doelgericht bij te dragen aan wereld

Veerkracht
terugveren na uitdagingen, maar ook opbloeien op beroepsmatig en persoonlijk vlak

Theoretisch kaders

Bewustwording, Emoties, Relaties, Welbevinden, inTiatief nemen, Zelf-determinatie-theorie, autonomie, verbondenheid, competentie

Dataverzameling

Fase 1: initiatieven in kaart brengen

desk research van documenten rondom initiatieven & semi-gestructureerde interviews met betrokkenen (beleidsexperts, docenten, studenten)

Fase 2: Verduurzaming van de initiatieven

vragenlijstonderzoek over de verduurzamingsactiviteiten zo ver & hackathon om samen een innovatieve oplossing te bediscussieren

Resultaten

Initiatieven

De negen betrokken instellingen hebben meer dan 70 initiatieven ontwikkeld, verschillend in meerdere aspecten

De 7 nader bekeken initiatieven verschillen eveneens – bijvoorbeeld in termen van doelgroep, samenwerking, implementatiefase, en of zo welbevinden & veerkracht direct of indirect beïnvloeden.

Werkzame elementen

Design & vormgeving

- 1) Specificeer duidelijke doelen die richting geven aan vormgeving!
- 2) Denk na over praktische en theoretische inbedding!
- 3) Schrijf een communicatieplan

Werken in een collaboratieve gemeenschap

- 1) Betrek bij het ontwikkelen en uitvoeren lerarenopleiders, praktijkscholen en aanstaande leraren!
- 2) Creër een sense of belonging en een sociaal netwerk rondom de aanstaande leraren!

Verduurzaming

Hoe verduurzamen? Eigenaarschap laten voelen en communicatie over het hoe en waarom van het initiatief kan eventuele collegiale weerstand voorkomen voor...

verbreding, ...
verankering, ...
... en verdieping.

Wat nu?
Wij adviseren lessen of workshops incidenteel aanbieden tot ze volledig te integreren in het curriculum

Reflectieve & veerkrachtige houding

- 1) Maak ruimte voor reflectie en een holistisch perspectief op de professionele ontwikkeling van de student!

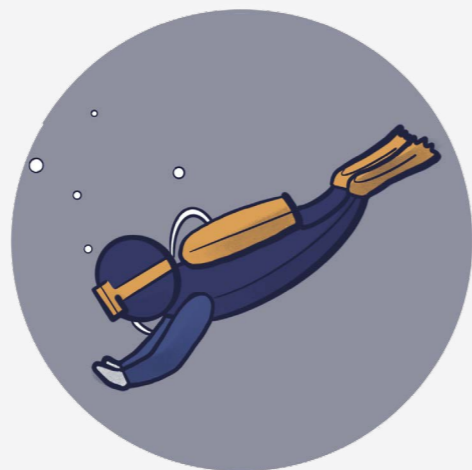
Overtuigingen over veerkracht

- 1) Start vanuit een overtuiging gericht op welbevinden & veerkracht!

Daarmee kunnen ze aanstaande leraren ondersteunen bij het versterken van hun veerkracht en welbevinden voor meer werkplezier en minder werkdruk.

Lerarenopleidingen kunnen deze werkzame elementen inzetten.

meer informatie op ons website



Welbevinden
& Veerkracht
van aanstaande leraren



3 | Aanpak

In het onderzoek hebben we de initiatieven en de werkzame elementen in kaart gebracht. Daarnaast hebben we gekeken naar de behoeften vanuit studenten, docenten en beleidsexperts. Tenslotte hebben we gekeken naar manieren waarop de initiatieven verduurzaamd kunnen worden, en hoe aandacht voor welbevinden en veerkracht in het curriculum geborgd kan worden. De data is verzameld binnen een consortium van negen HBO- en WO-lerenopleidingen, verdeeld over vier regionale allianties. De dataverzameling bestond zowel uit deskresearch als uit veldwerk, waarbij we gebruikgemaakt hebben van documentanalyse en informele interviews met betrokkenen en semi-structureerde interviews. Verder hebben we door middel van een hackathon¹ meer inzicht gekregen in de perspectieven van studenten, docenten en beleidsexperts op de borging van aandacht voor veerkracht en welbevinden in het curriculum.

Onderzoeksfasen

Het onderzoek bestond uit twee fasen, namelijk het in kaart brengen van de initiatieven, van de werkzame elementen en de behoeften van studenten, opleiders en beleidsexperts (fase 1) en het in kaart brengen van de verduurzaming en borging van de initiatieven (fase 2).

Fase 1: Initiatieven in kaart

In deze eerste fase zijn er gesprekken gevoerd met de betrokken consortiumpartners. Daarnaast zijn er documenten verzameld bij de negen deelnemende opleidingen. Denk bijvoorbeeld aan initiële NPO-bestedingsplannen, tussenevaluaties, en relevante paragrafen uit de jaarverslagen. Er is vervolgens een overzicht gemaakt met daarin informatie over doelgroep, reikwijdte, inhoud en vorm. Dit leverde een overzicht op van meer dan 70 initiatieven (zie figuur 4 op pagina 24).



In overleg met de consortium partners hebben we besloten om één initiatief per instelling te selecteren. We wilden een brede variatie aan initiatieven bekijken, en hebben daartoe op basis van onze onderzoeksvragen de volgende criteria opgesteld:

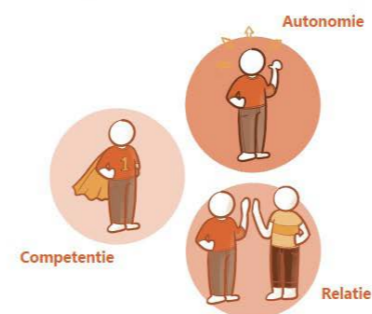
- variatie in doelgroep (studenten, staf of beide),
- variatie reikwijdte (faculteit, opleiding of een specifieke groep/eenheid),
- variatie in inhoud (bv. vaardigheden, kwaliteit van de opleiding, of welbevinden),
- variatie in vorm (cursusaanbod, overig).

¹ Een hackathon is een evenement waarin teams gezamenlijk werken aan een innovatieve oplossing voor een maatschappelijk probleem.

Om deze concepten in kaart te brengen, baseren we ons in het onderzoek op twee theoretische raamwerken. De zelfdeterminatietheorie (Ryan & Deci, 2000), die aansluit bij bevorderen van welbevinden, en het BRITE raamwerk dat ingaat op het versterken van veerkracht bij leraren (Mansfield et al., 2016). Deze twee raamwerken overlappen en vullen elkaar ook aan.

Zelfdeterminatietheorie

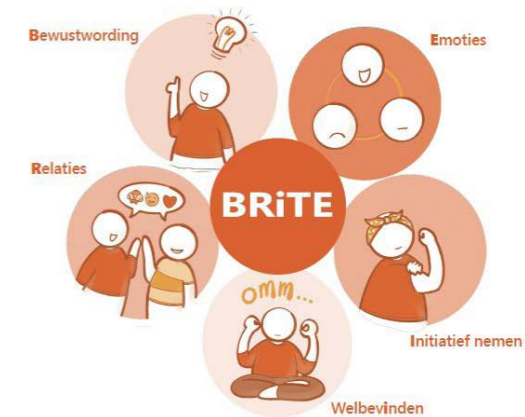
In het kader van de zelfdeterminatietheorie (ZDT, Ryan & Deci, 2000) is gekeken naar de vraag hoe het onderwijs kan worden ingericht om het welbevinden van studenten te bevorderen. Vanuit dit perspectief wordt het bevredigen van drie basisbehoeften - de behoefte aan autonomie, competentie en relatie - verbonden aan een hogere mate van welbevinden (zie figuur 2). Dit perspectief is interessant voor het in kaart brengen van de NPO-initiatieven en voor het identificeren van werkzame elementen binnen deze initiatieven. Zo kunnen initiatieven bijvoorbeeld gericht zijn op het versterken van autonomie, wanneer ze aandacht besteden aan keuze (bijvoorbeeld van vakken) in de opleiding.



Figuur 2. De zelfdeterminatietheorie

BRITE raamwerk

Het acroniem BRITE staat voor Building resilience (bewustwording), Relationships (relaties), wellbeIng (welbevinden), Taking initiative (initiatief nemen) en Emotions (emoties) (zie figuur 3). Dit raamwerk gaat in op het belang van persoonlijke bronnen, contextuele bronnen en strategieën om veerkracht bij aanstaande leraren te bevorderen (Mansfield et al., 2016). Het gaat hier om het inzetten van: 1) persoonlijke hulpbronnen, zoals motivatie, self-efficacy en emotieregulatie, 2) hulpbronnen in de omgeving, zoals onderlinge relaties en ondersteuning van collega's, vrienden en familie, en 3) strategieën, zoals probleemoplossend vermogen en het balanceren tussen werk en privé. Aandacht voor het versterken van deze bronnen en strategieën zouden ook uitgangspunten kunnen zijn van de verschillende initiatieven.



Figuur 3. Het BRITE raamwerk

CAN OF NORMS (2026)

Client | Utrecht University

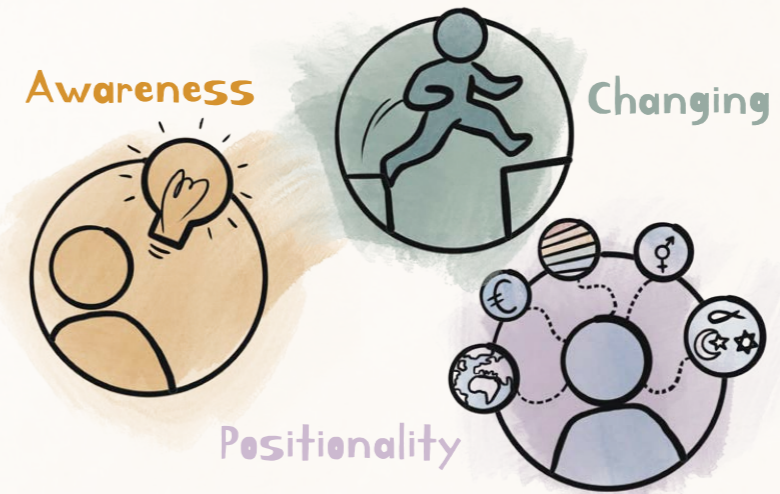
Type of work | Serious Game

Tasks | Image – visual concept

Visuals and layouting of playing cards for a conversation starter surrounding the topic of the hidden curriculum in higher education

Instructions

- Use the Can of Norms during a lunch session, team meeting, or reflection moment.
- Draw one card at a time. The colour of the card indicates the stages, increasing in complexity from yellow to purple to green cards.
- Read the question aloud and briefly discuss them (5 minutes per card).
- Try to connect the question to your own teaching practice, programme, or faculty.
- When drawing a green (Changing) card, aim to identify at least one small, concrete action.



Can of Norms

A hidden curriculum conversation starter



Symbols & Ideologies



When was the last time you wondered whether you truly belonged at the university and what signals (language, behaviour, atmosphere) triggered that feeling?

Rituals & Routines



What could you change in your routine to disrupt (unhealthy, unproductive, unfair) power dynamics within your organisation (e.g., department, faculty, university)?

Stories (Role Models)



How do the examples you use in your teaching reflect — or fail to reflect — the diversity of your students?

ROADS TO SUPPORT (2025)

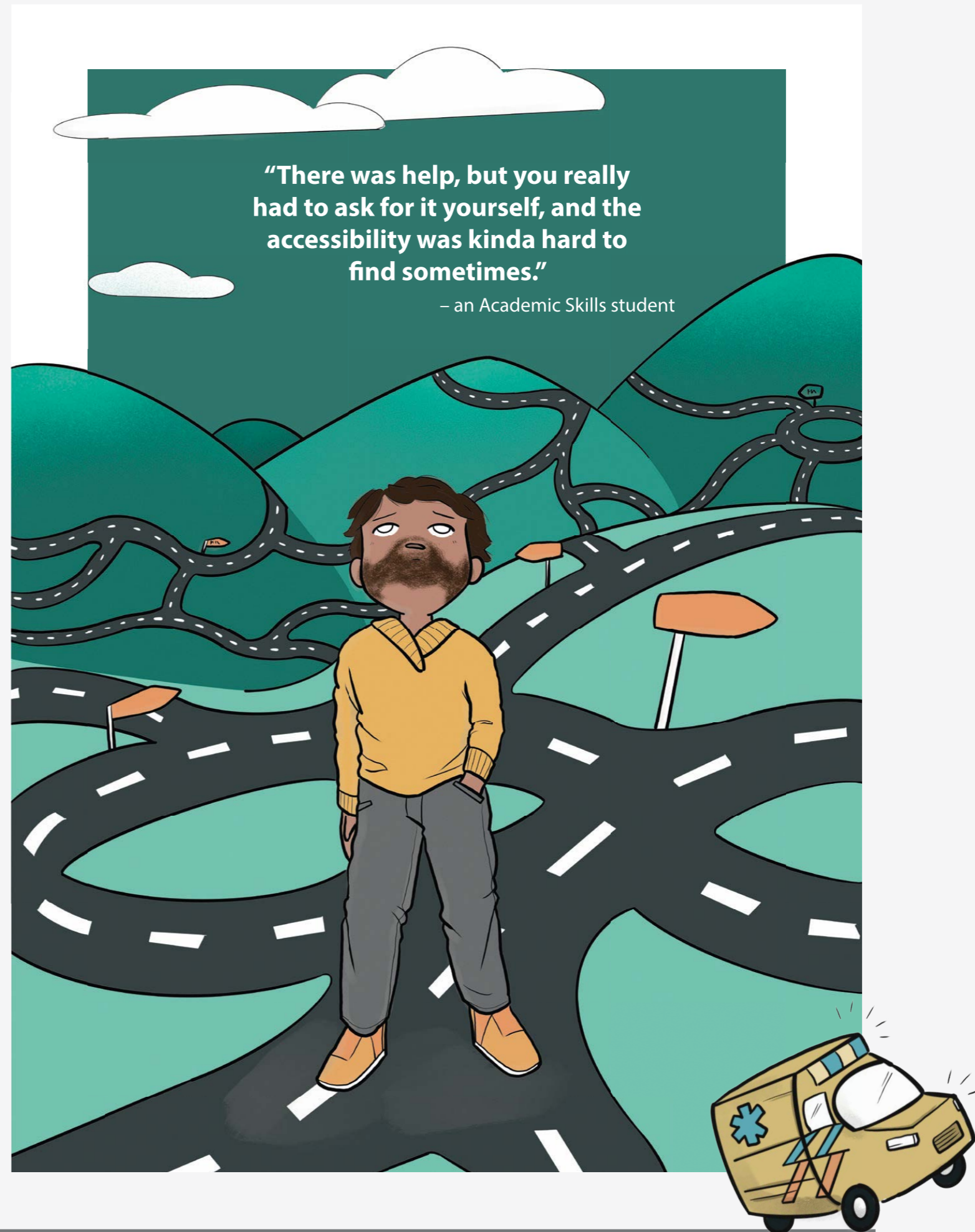
Client | University of Groningen

Type of work | Poster & postcards

Tasks | Text & image – visual translation of research results – content design & visual concept

Visual summary of bundled information regarding university contact points for student support in the form of a roadmap; visualisation of meaningful research results from a focus group study on the accessibility of these support options

funded by a grant from ComeniusNetwerk (Dutch network for educational innovation)



Roads to Support

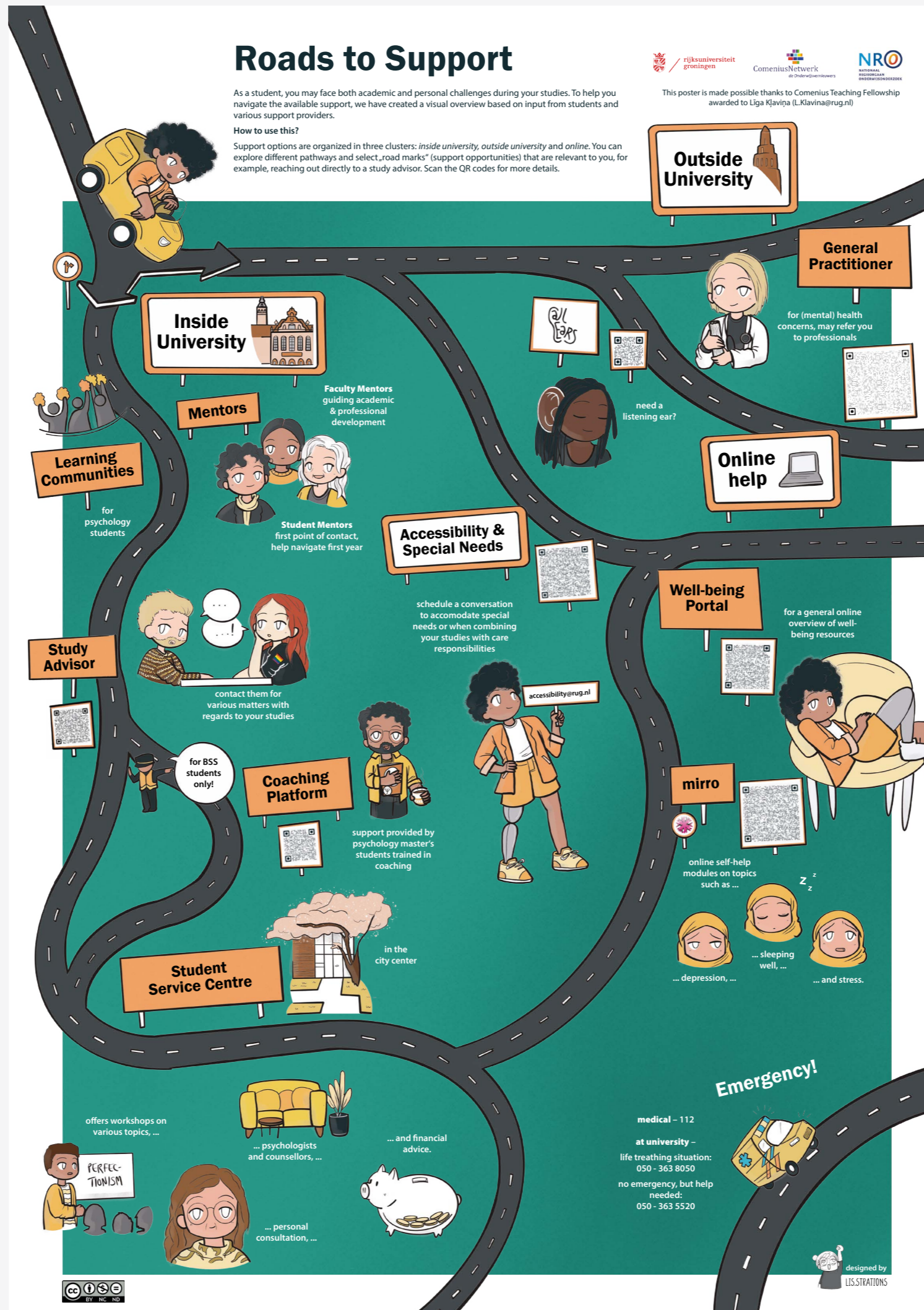
As a student, you may face both academic and personal challenges during your studies. To help you navigate the available support, we have created a visual overview based on input from students and various support providers.

How to use this?

Support options are organized in three clusters: *inside university*, *outside university* and *online*. You can explore different pathways and select „road marks“ (support opportunities) that are relevant to you, for example, reaching out directly to a study advisor. Scan the QR codes for more details.



This poster is made possible thanks to Comenius Teaching Fellowship awarded to Liga Kļaviņa (L.Klavina@rug.nl)



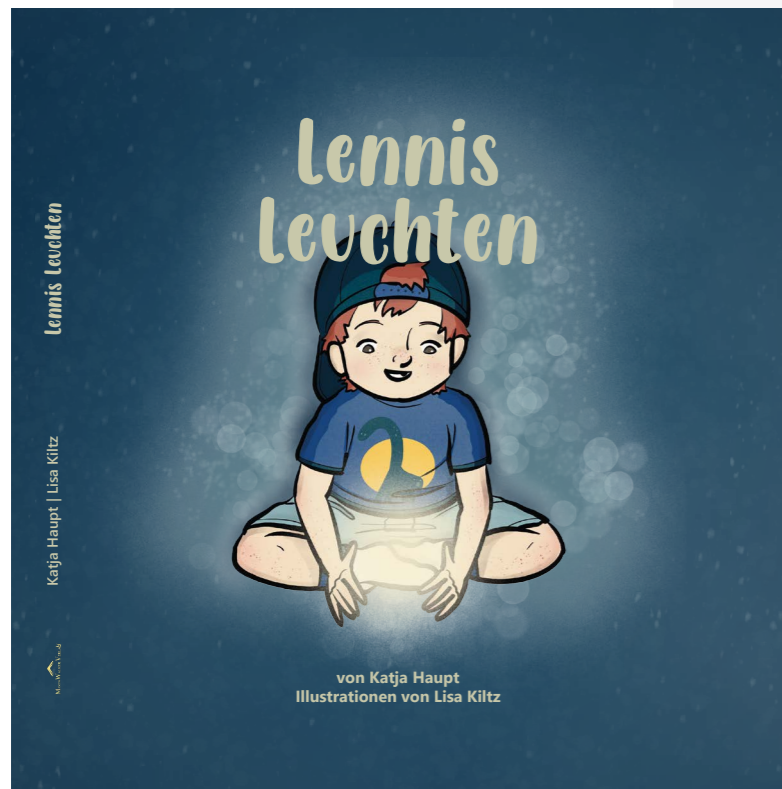
LENNI UND DAS LICHT (2026)

Client | Own work, together with author Katja Haupt

Type of work | Children's book including additional information

Tasks | Text (additional information) & image – visual translation of research results (additional information) – content design (additional information) & visual concept – typography

Illustrations for a children's book about bullying and self-worth, written by the children and youth psychotherapist Katja Haupt. The book concludes with additional information about bullying based on research and insights from therapeutic practice



„Wie kommst du denn darauf?“, fragt Mama ganz verduzt. „Naja, weil ich eben nicht verstehe, was ich hier rechnen muss“, erwidert Lenni. „Die anderen haben das auch gesagt“, flüstert Lenni. „Dann stimmt es vielleicht wirklich.“ Lenni lässt die Schultern hängen und sackt immer mehr auf seinem Stuhl in sich zusammen. Lennis Mama schaut ihn besorgt an: „Was haben die anderen denn zu dir gesagt?“, will die Mama nun von ihm wissen und Lenni erzählt ihr von dem Vorfall aus der Schule: „Sie haben gelacht und gesagt, nur Dumme würden das Spiel nicht verstehen.“



Mama erklärt weiter: „Jeder Mensch trägt ein Licht in sich, das ihn gut fühlen lässt, wenn es strahlt. Bei manchen leuchtet es nur leider nicht mehr ganz so hell.“

„Und warum?“, will Lenni nun wissen. „Weil diese Menschen vergessen haben, gut auf ihr Licht aufzupassen und alles geglaubt haben, was andere über sie behauptet haben“, sagt Mama ernst. „Wirklich?“, fragt Lenni ungläubig. „Ja, wirklich“, antwortet Mama lächelnd.

„Und diese Menschen werden immer trauriger und sehen die Welt um sich herum immer dunkler, je dunkler ihr Licht in ihnen wird“. Das leuchtet Lenni ein.



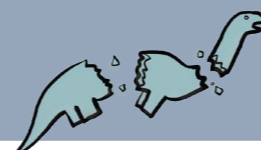
Was ist Mobbing eigentlich?

Es gibt verschiedene Arten von Mobbing:



Physisches Mobbing
zum Beispiel schlagen, treten,
schubsen oder ein Bein stellen

Verbales Mobbing
zum Beispiel dich beleidigen
oder dir drohen



Materielles Mobbing
zum Beispiel etwas, das dir gehört,
verstecken oder kaputt machen

Psychisches Mobbing
zum Beispiel Lügen und Gerüchte über
jemanden verbreiten oder jemanden
einschüchtern



Beziehungsmobbing
zum Beispiel das Zerstören von
Freundschaften durch Ausgrenzen
und Ignorieren

Cybermobbing
also im Internet und auf
deinem Handy



Weitere Informationen für Eltern und Fachkräfte:

Was ist Mobbing?^{1,2,3}

Mobbing bezeichnet wiederholte negative Handlungen mit der Absicht, einer Person zu schaden. Dazu gehören Beleidigungen, Ausgrenzung und körperliche Angriffe. Diese Handlungen müssen über einen längeren Zeitraum hinweg geschehen und sich gegen eine Person richten, die sich in einer unterlegenen Position befindet. Häufig stehen mehrere Täter einem einzelnen Opfer gegenüber, wodurch ein Machtungleichgewicht entsteht. Das Opfer ist dadurch hilflos und kann sich aus eigener Kraft nicht aus der Situation befreien.

Arten von Mobbing^{1,4,5}:

- Verbales Mobbing:** Hierbei wird mit Worten verletzt. Dazu zählen Beleidigungen, Beschimpfungen, Bloßstellungen oder Drohungen, die das Opfer herabsetzen und verunsichern.
- Materielles Mobbing:** Persönliche Gegenstände des Opfers werden versteckt, beschädigt oder zerstört, um zu schikanieren und Macht auszuüben.
- Physisches Mobbing:** Körperliche Übergriffe wie Schlagen, Treten, Schubsen oder absichtlich jemandem ein Bein stellen gehören zu dieser direkten und sichtbaren Form von Gewalt.
- Psychisches Mobbing:** Bei dieser Form werden Lügen und Gerüchte verbreitet oder gezielt Angst erzeugt, um die betroffene Person einzuschüchtern und emotional zu belasten.
- Cybermobbing:** Mobbing im digitalen Raum. Beleidigende Nachrichten, Bloßstellungen oder das Verbreiten peinlicher Inhalte können das Opfer rund um die Uhr erreichen.
- Relationales Mobbing:** Dabei geht es um das gezielte Zerstören sozialer Beziehungen. Das Opfer wird ausgegrenzt, ignoriert oder bewusst aus Gruppen ausgeschlossen.

direkt

indirekt



Lehrer*innen
nehmen indirektes
Mobbing oft
weniger schnell
wahr.⁶

Die Rolle der Eltern im Zusammenhang mit (Cyber-)Mobbing⁷



Eltern spielen eine zentrale Rolle bei der Prävention von (Cyber-)Mobbing sowie bei der Entwicklung sozial-emotionaler Kompetenzen ihrer Kinder.

Eine stabile emotionale Bindung zu den Eltern wirkt dabei schützend. Kinder und Jugendliche, die sich verstanden, unterstützt und ernst genommen fühlen, entwickeln eher Empathie und Verantwortungsbewusstsein im Umgang mit anderen – auch im digitalen Raum.

Besonders wichtig ist die Verfügbarkeit beider Elternteile. Die Ansprechbarkeit von Mutter und Vater wirkt schützend: Eltern, die präsent, emotional zugewandt und ansprechbar sind, fördern Empathie und soziale Verantwortung und können so aktiv dazu beitragen, (Cyber-)Mobbing vorzubeugen oder zu reduzieren.

Hinweise darauf, dass ein Kind in der Klasse gemobbt wird^{1,2,3}:

- Das Kind zeigt eine deutliche Abneigung gegen die Schule, möchte nicht mehr hingehen oder entwickelt sogar eine Schulangst.
- Das Kind zieht sich zunehmend zurück, beteiligt sich weniger am Unterricht und hat kaum noch Verabredungen oder Kontakte zu Mitschülerinnen und Mitschülern.
- Die schulischen Leistungen verschlechtern sich spürbar.
- Es klagt häufiger über psychosomatische Beschwerden wie Bauch- oder Kopfschmerzen oder zeigt Anzeichen seelischer Belastung, etwa Schlafstörungen, Appetitlosigkeit oder anhaltende Niedergeschlagenheit.
- Das Selbstwertgefühl nimmt sichtbar ab: Das Kind traut sich weniger zu, wirkt oft traurig und weint möglicherweise häufiger.

Typischerweise
teilen sich Kinder
den Lehrkräften
nicht mit aus
Angst vor weiteren
Angriffen.¹



Auch die Täter
besitzen meist ein
geringes Selbstwert-
gefühl, das sich durch
die Machterhöhung
vermeintlich
stabilisiert.¹



PSYCHOLOGY CARTOONS

(since 2020)

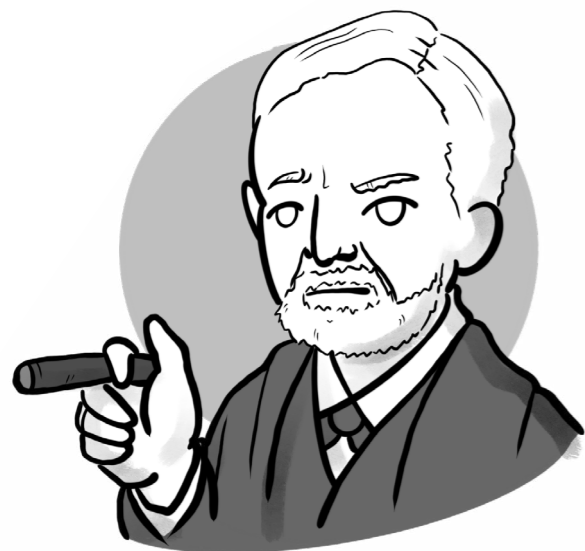
Client | Free work

Type of work | Cartoons

Tasks | Plot, story, text & image –
content design & visual concept –
typographie

Designing cartoons on
psychological and social science topics
for educational and informational
purposes

Instagram @lis.strations



ONCE, I WAS TOLD THAT HOMOSEXUALITY IS A
PSYCHOLOGICAL ILLNESS –
I AS A PSYCHOLOGIST WOULD SURELY KNOW.



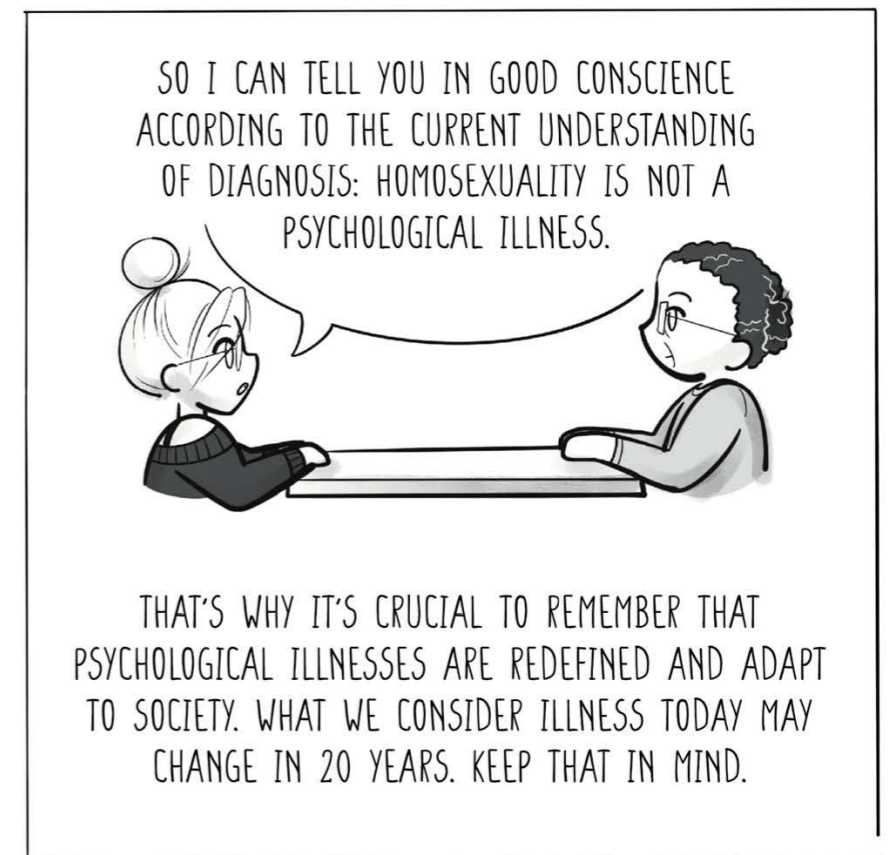
AT FIRST, I FELT LIKE I'D BEEN
BEATEN OVER THE HEAD – OF COURSE
HOMOSEXUALITY IS NOT A DISEASE. BUT
EVEN PSYCHOLOGY DIDN'T
THINK SO FOR A
LONG TIME.
SO I SAID: ...



YOU KNOW, INDIVIDUAL
DISEASES ARE SHAPED BY
SOCIETY'S DEFINITION OF
„NORMAL“ – FOR EXAMPLE,
A HOMOPHOBIC SOCIETY
VIEWS HOMOSEXUALITY AS
PROBLEMATIC.



THIS IS WHY RESEARCHERS,
EXPERTS, AND
PSYCHOLOGISTS REGULARLY
UPDATE PSYCHOLOGICAL
DIAGNOSES USING MANUALS
LIKE THE DSM-V OR ICD-11.



SO I CAN TELL YOU IN GOOD CONSCIENCE
ACCORDING TO THE CURRENT UNDERSTANDING
OF DIAGNOSIS: HOMOSEXUALITY IS NOT A
PSYCHOLOGICAL ILLNESS.

THAT'S WHY IT'S CRUCIAL TO REMEMBER THAT
PSYCHOLOGICAL ILLNESSES ARE REDEFINED AND ADAPT
TO SOCIETY. WHAT WE CONSIDER ILLNESS TODAY MAY
CHANGE IN 20 YEARS. KEEP THAT IN MIND.

PSYCHOLOGY EXPLAINED: HYSTERIA

PEOPLE!
FOR MY 100TH COMIC, LET'S TALK
ABOUT THE ROLE OF PSYCHOLOGY
IN THE CONCEPT OF HYSTERIA AND
WHAT IT HAS TO DO WITH
HAVING AN UTERUS.

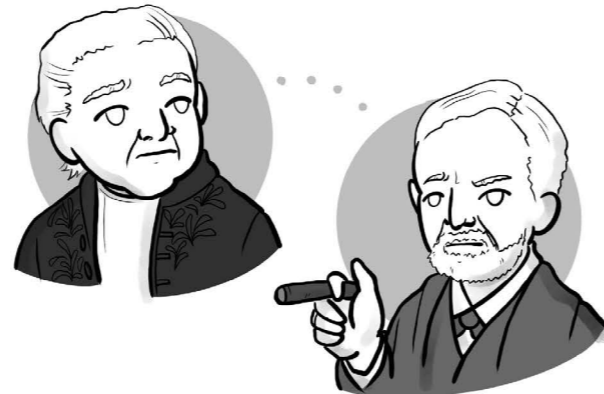


ACIENT GREEKS BELIEVED THE
UTERUS (HYSTERA IN GREEK)
TO AFFECT WOMEN'S HEALTH BY
WANDERING THROUGH THE FEMALE
BODY, CAUSING ANXIETY AND
DEPRESSION.
(THANKS, PLATO!)



THE SOLUTION: MALE
SEMEN AND PREGNANCY.
WHAT ELSE?
(BUT ALSO MASTURBATION, YAY!)

IN 1880, JEAN-MARTIN CHARCOT INTRODUCED
THE FEMALE-ONLY DISEASE "HYSTERIA" TO
SCIENCE TO DESCRIBE EVERYTHING WRONG
WITH WOMEN - SUCH AS NOT BEING
SUBMISSIVE.

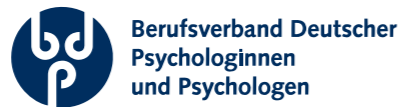


FREUD - A STUDENT OF HIS - FURTHER
STATED THAT HYSTERIA WAS DUE TO WOMEN
REALISING THAT THEY WERE ROBBED OF A
PENIS. THE SOLUTION (STILL): PENETRATION
(NOTA BENE: INCLUDING AN ORGASM!)

THIS SEXIST DIAGNOSIS OF "HYSTERIA" WAS
DELETED FROM THE DSM - THE DIAGNOSTIC
AND STATSTICAL MANUAL OF MENTAL
DISORDERS - ONLY IN 1980!

SO, WE SHOULD BE CAREFUL
NEXT TIME WE WANT TO USE
PHRASES LIKE "SHE WAS
BEING SO HYSTERICAL!"





LISA KILTZ, PHD

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since 2024 self-employed as a science illustrator

References (selection)

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Deutscher Psychologenverlag (dpv)

Promovendi Netwerk Nederland (PNN)

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University of Groningen (RUG/UG)

Utrecht University (UU)

MoonWalker Verlag



