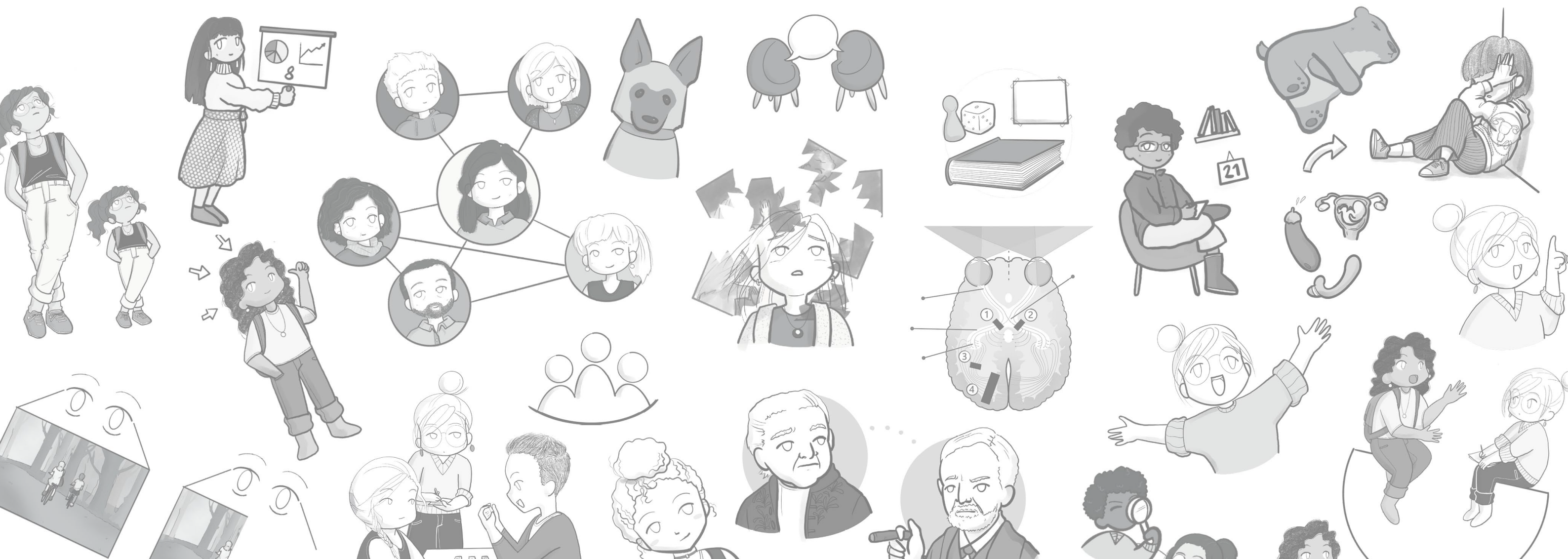


PORTFOLIO

Work samples for science communication publishers and organisations with psychological and social science content



LISA KILTZ, PHD
psychologist | illustrator | scientist



ABOUT



LISA KILTZ, PHD

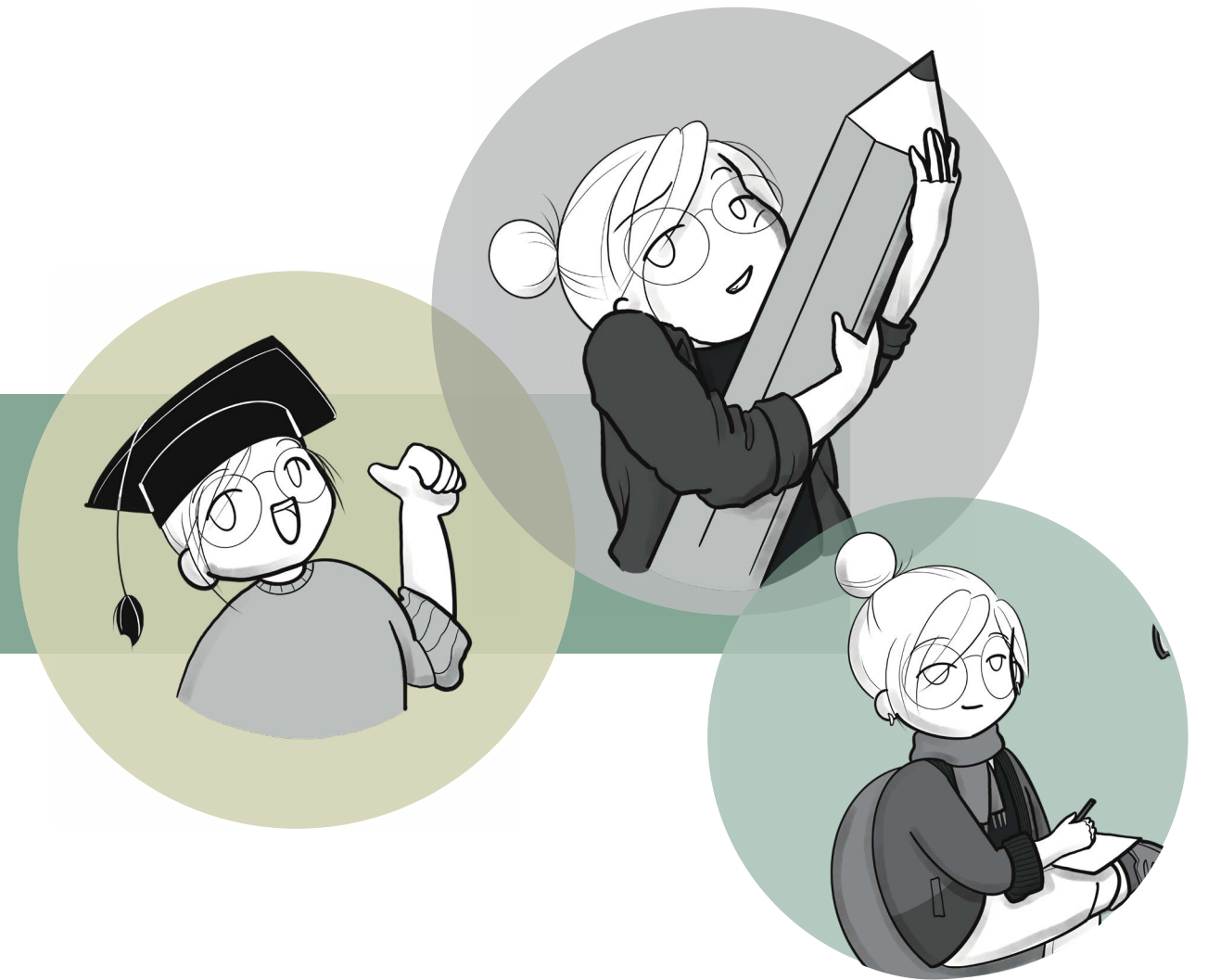
psychologist | illustrator | scientist

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



PHD THESIS CALENDAR (2024)

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 that provides food for thought each month based on my own doctoral thesis.



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	31			

MONTHLY NEED CHECK-IN:

What needs to happen at work for you to see meaning and value behind what you do?



AUTONOMY



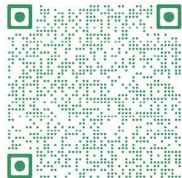
ABOUT LIS.STRATIONS:

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



MAY



LIS.STRATIONS

MON	TUE	WED	THU	FRI	SAT	SUN
			1 _{GER}	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	

MONTHLY NEED CHECK-IN:

How do you feel when you have finished a project or assignment? And how do you celebrate its success?



COMPETENCE

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



LIS.STRATIONS

WELBEVINDEN EN VEERKRACHT
(2025)

Client | University of Groningen

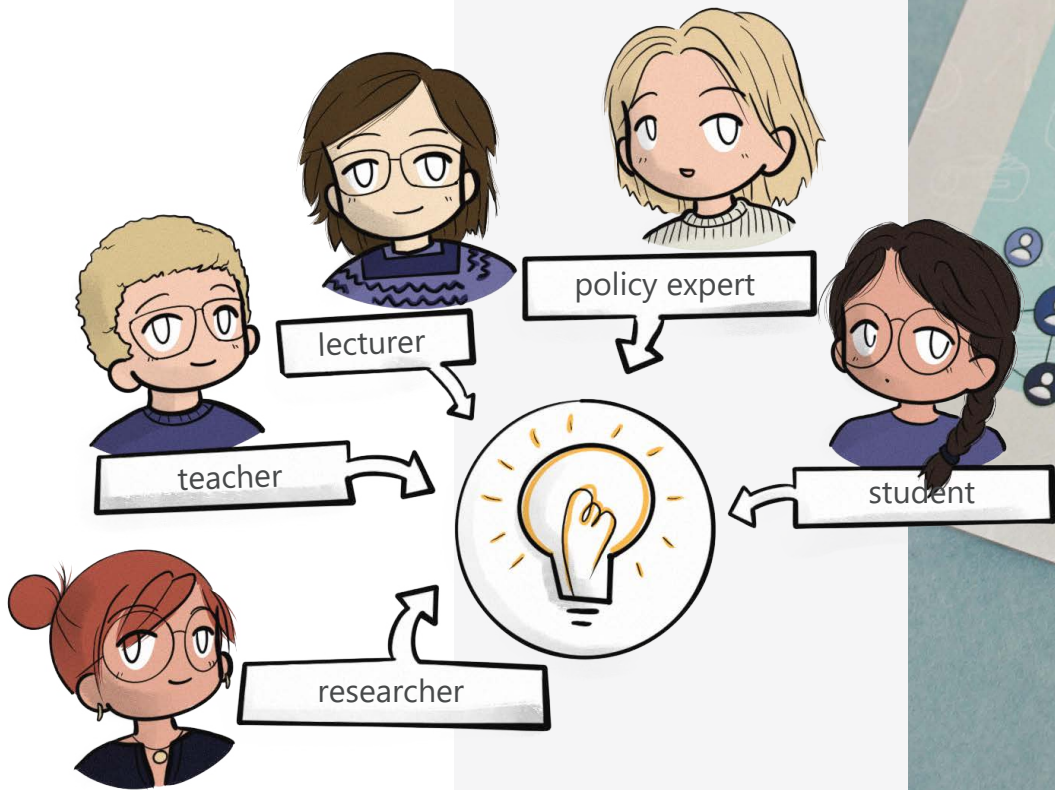
Type of work | Infographic, visual
summary, handbook, supporting
visuals for videos

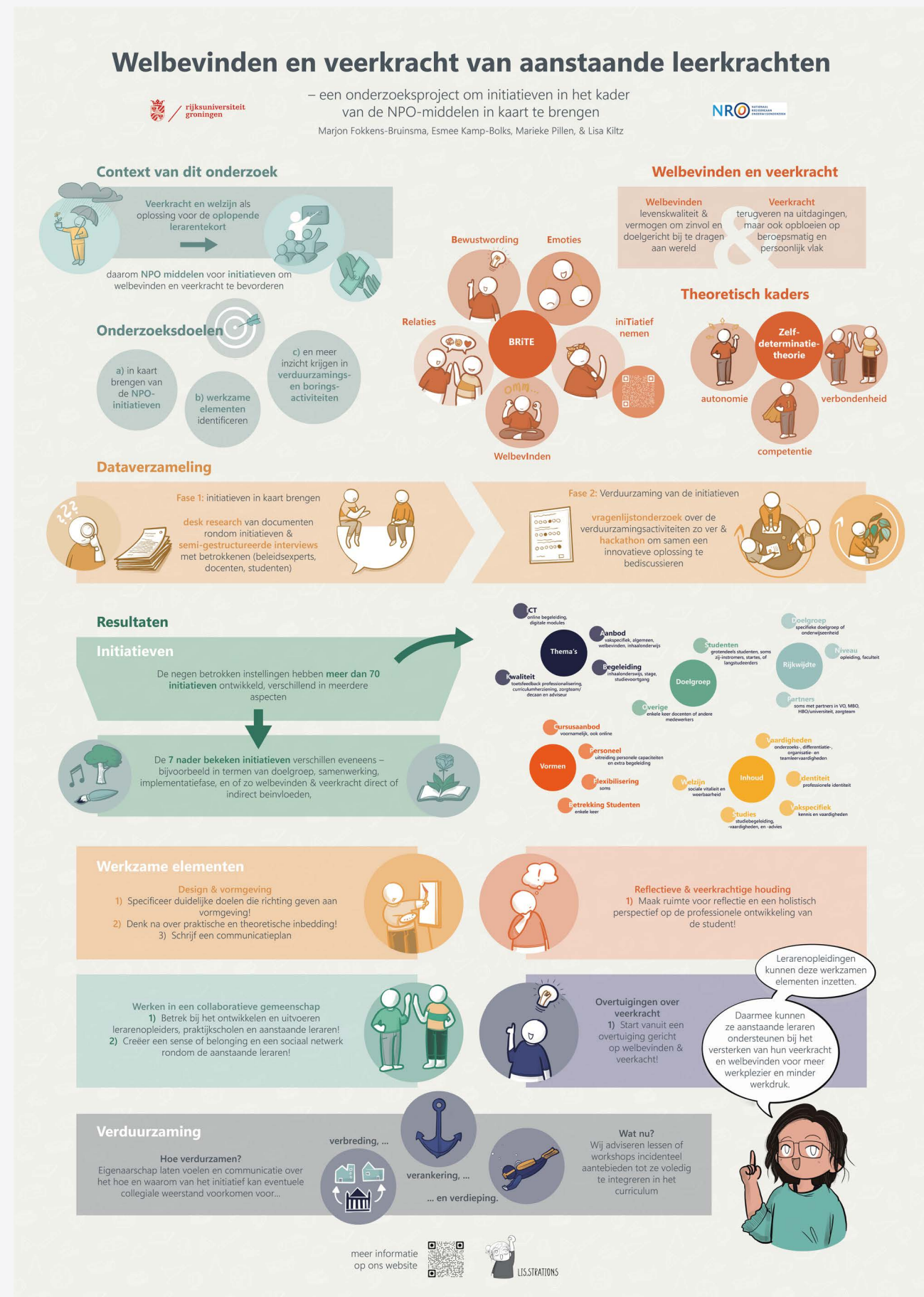
Tasks | Text & image – visual
translation of research results –
content design & visual concept –
typographie

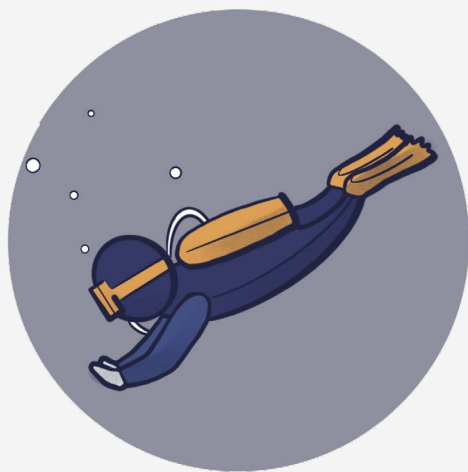
Designing visuals for a research project
and translating the project including
theory, methods, and results in a
visual form

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

VISUAL SUMMARY







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 geboord 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 initiele 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:

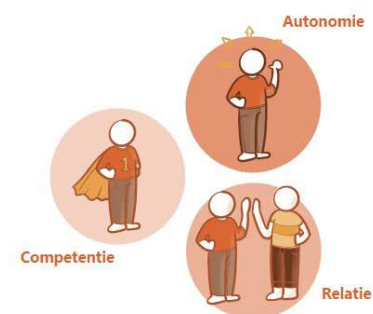
- variatie in doelgroep (studenten, staf of beide),
- variatie reikwijdte (faculteit, opleiding of een specifieke groep/eenheid),
- variatie in inhoud (bv. vaardigheden, kwaliteit van de opleiding, of welbevinden),
- variatie in vorm (curriculumaanbod, overig).

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

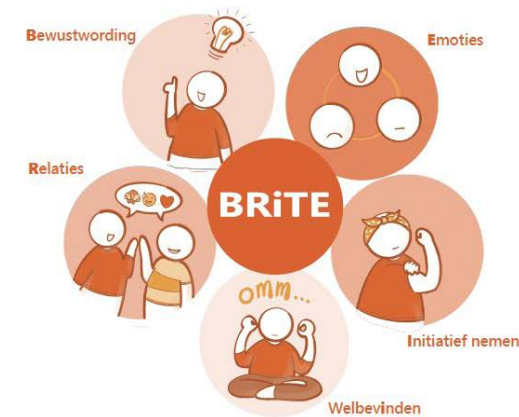
In het kader van de zelfdeterminatietheorie (ZDT, Ryan & Deci, 2000) is gekeken naar de vraag hoe het onderwijs kan worden ingericht om het welbevinden van studenten te bevorderen. Vanuit dit perspectief wordt het bevredigen van drie basisbehoeften - de behoefte aan autonomie, competentie en relatie - 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

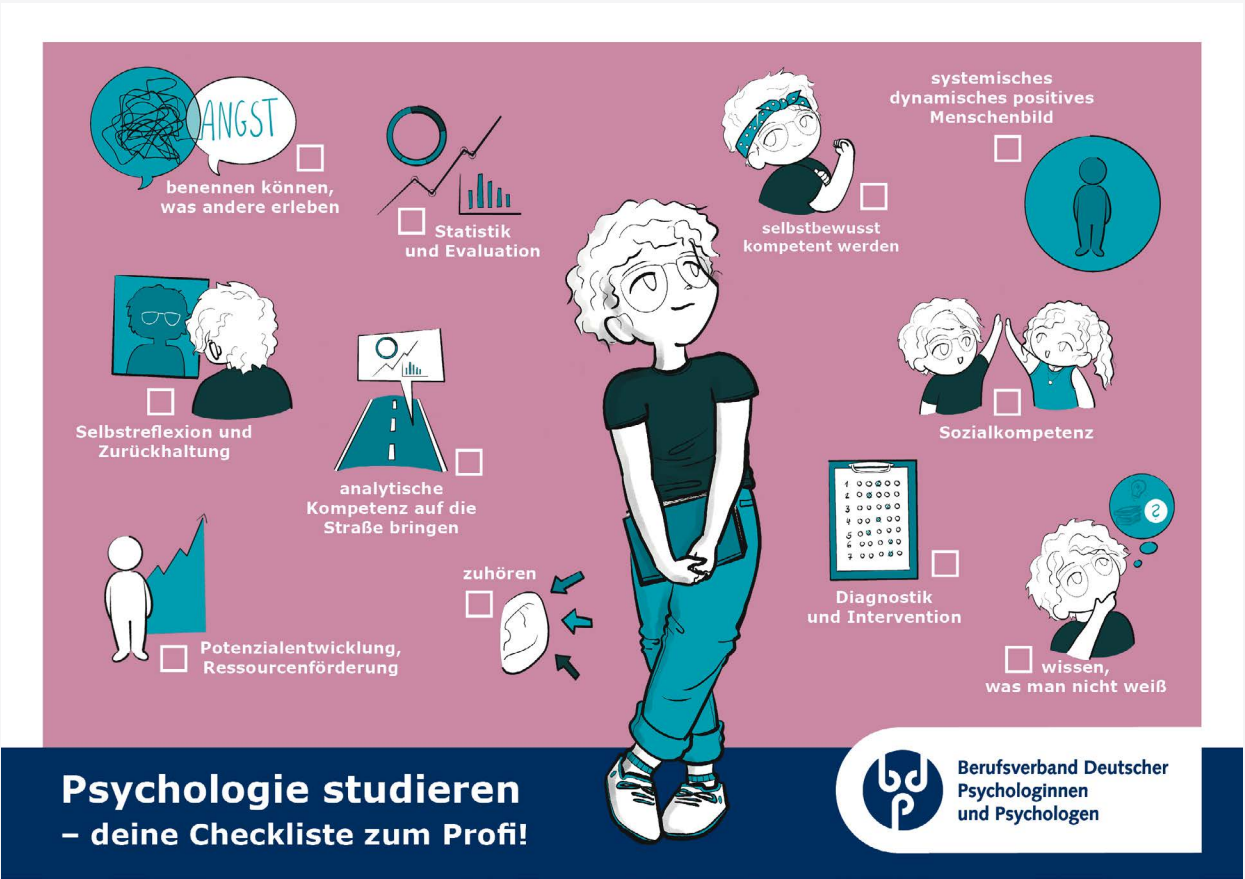
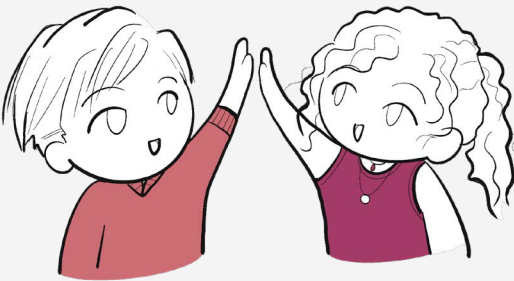
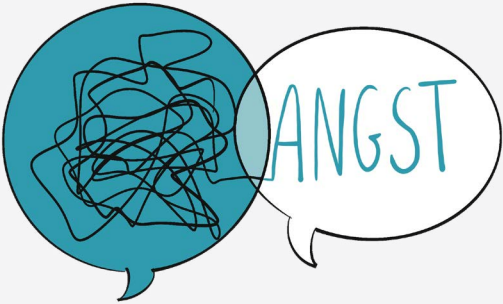
CHECKLIST WITH PSYCHOLOGY SKILLS
(2024)

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



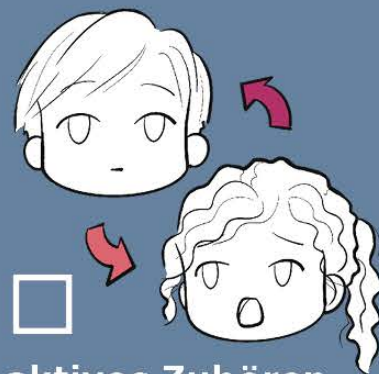
Selbstreflexion und
Offenheit



analytische
Kompetenz auf die
Straße bringen



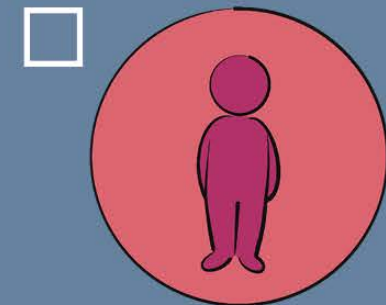
Potenzialentwicklung,
Ressourcenförderung



aktives Zuhören



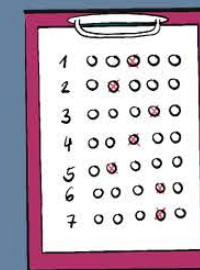
selbstbewusst
empathisch werden



systemisches
dynamisches positives
Menschenbild



Sozialkompetenz



Diagnostik
und Intervention



wissen,
was man nicht weiß



Psychologie studiert
– jetzt kannst du was!



Berufsverband Deutscher
Psychologinnen
und Psychologen

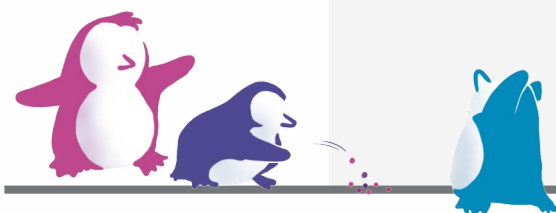
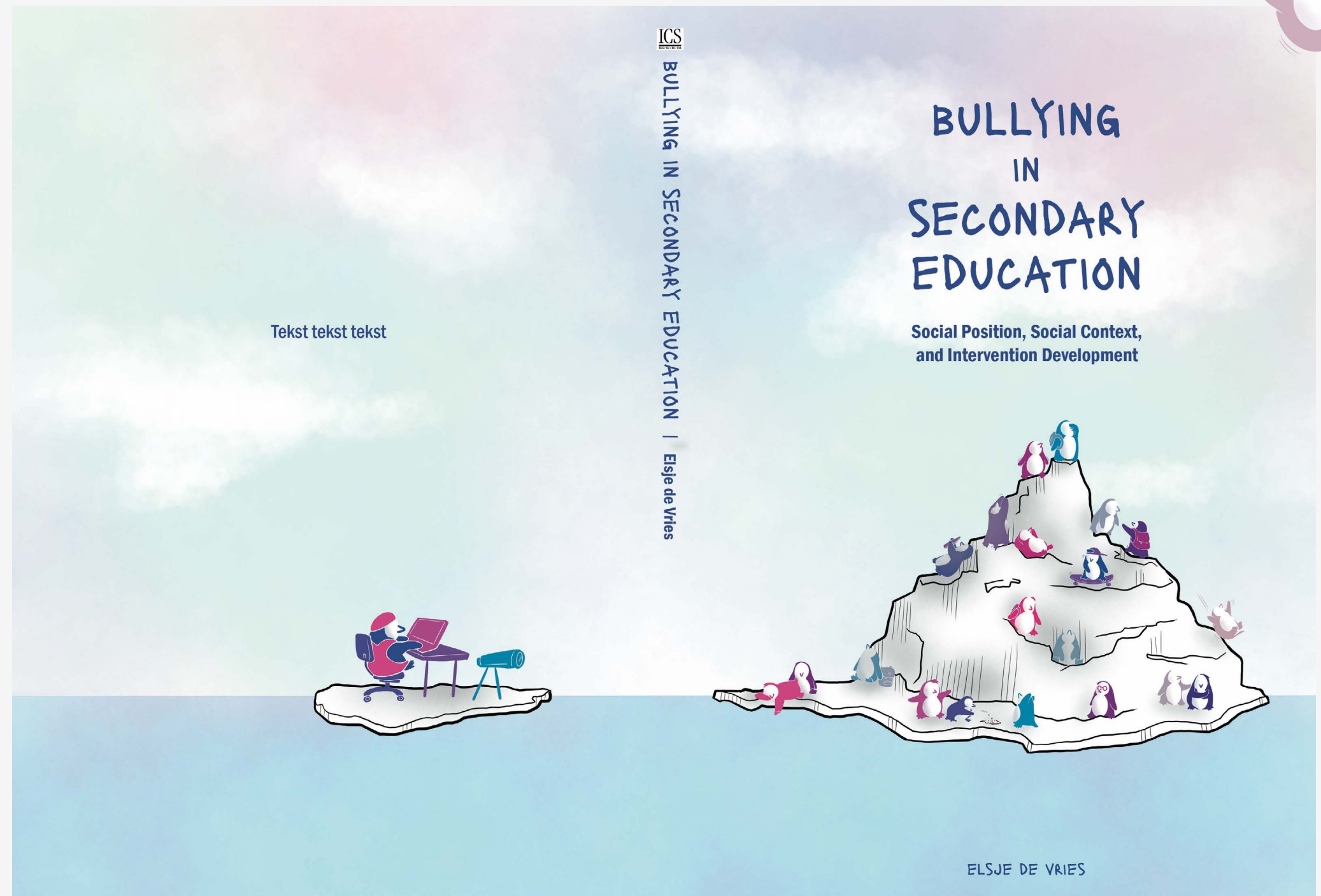
BULLYING IN SECONDARY EDUCATION (in progress)

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. It was important to the researcher that the design represented hierarchies and group dynamics, and that it was colourful yet abstract.



BULLYING IN SECONDARY EDUCATION

Social Position, Social Context, and Intervention Development

Doctoral Thesis, Elsje de Vries



How can we tackle bullying in secondary education by means of an intervention to prevent bullying and, thus, foster students' well-being, school performance, and social development?

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

Bullying victims

Uninvolved students

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

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, 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



On average, 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, leadership, consensus, and a mismatch between management decisions and allocation of respective resources



Conclusion:

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 theory-based 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 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

GRIPP establishes group norms and makes the group collectively responsible for victims' well-being



Our **Feasibility Study** (Chapter 5) showed that teachers were satisfied with the material and content of the intervention and experienced it useful for long-term use throughout the first two years 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 setting remains challenging, because of...



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:
QR-code



university of groningen

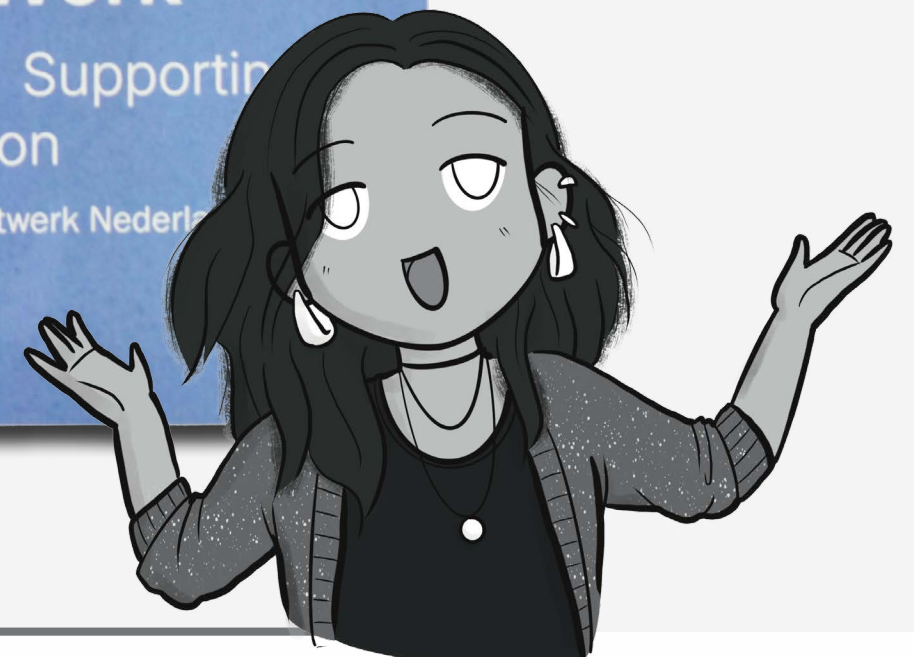
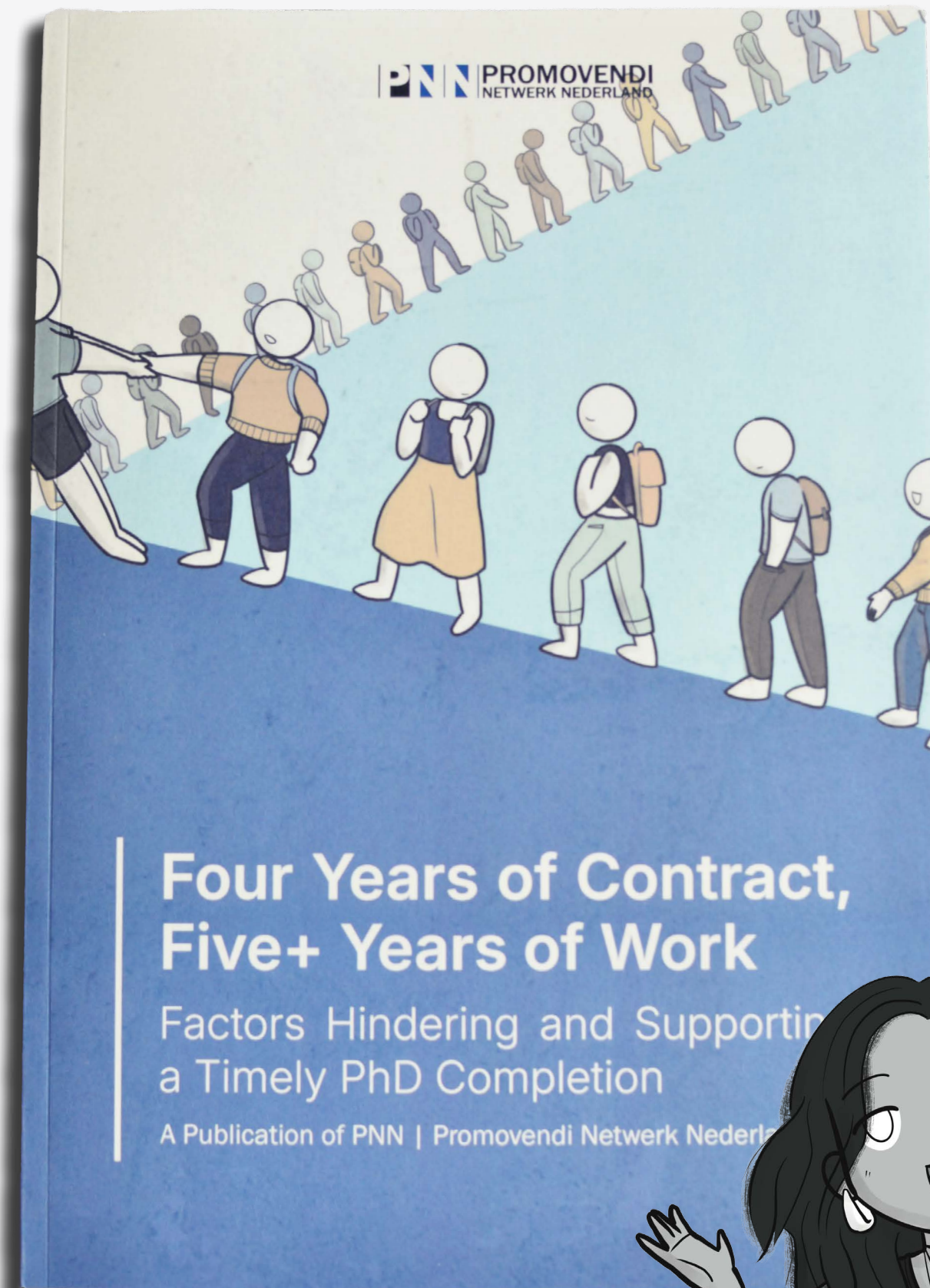
FOUR YEARS OF CONTRACT, FIVE+ YEARS OF WORK (2025)

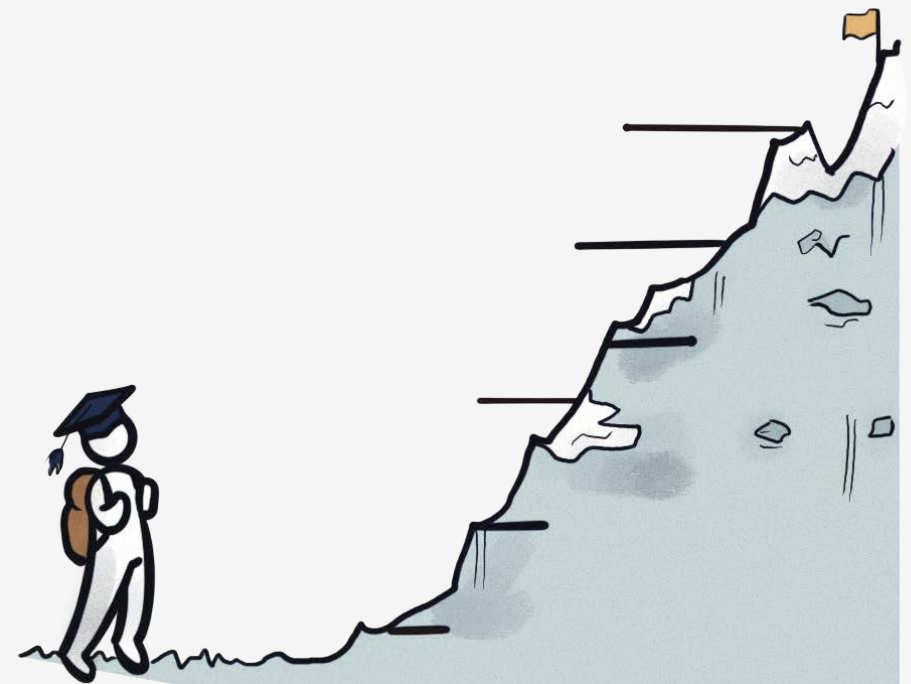
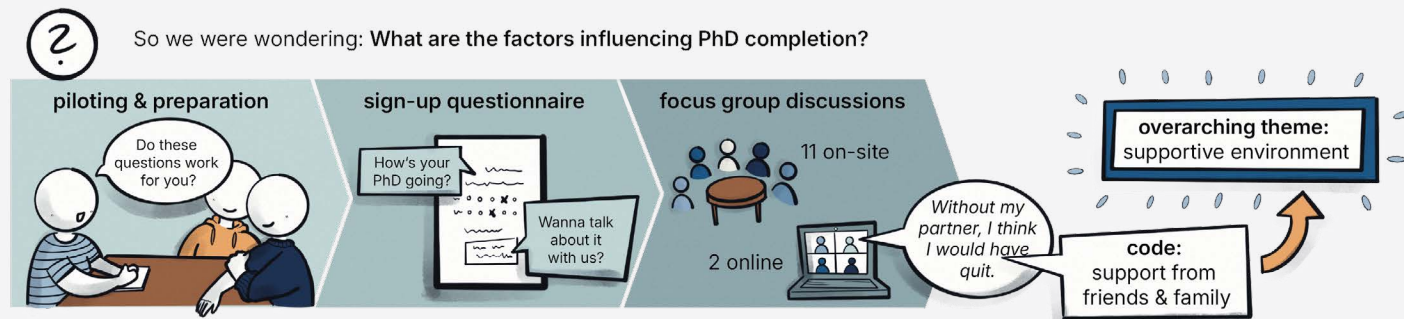
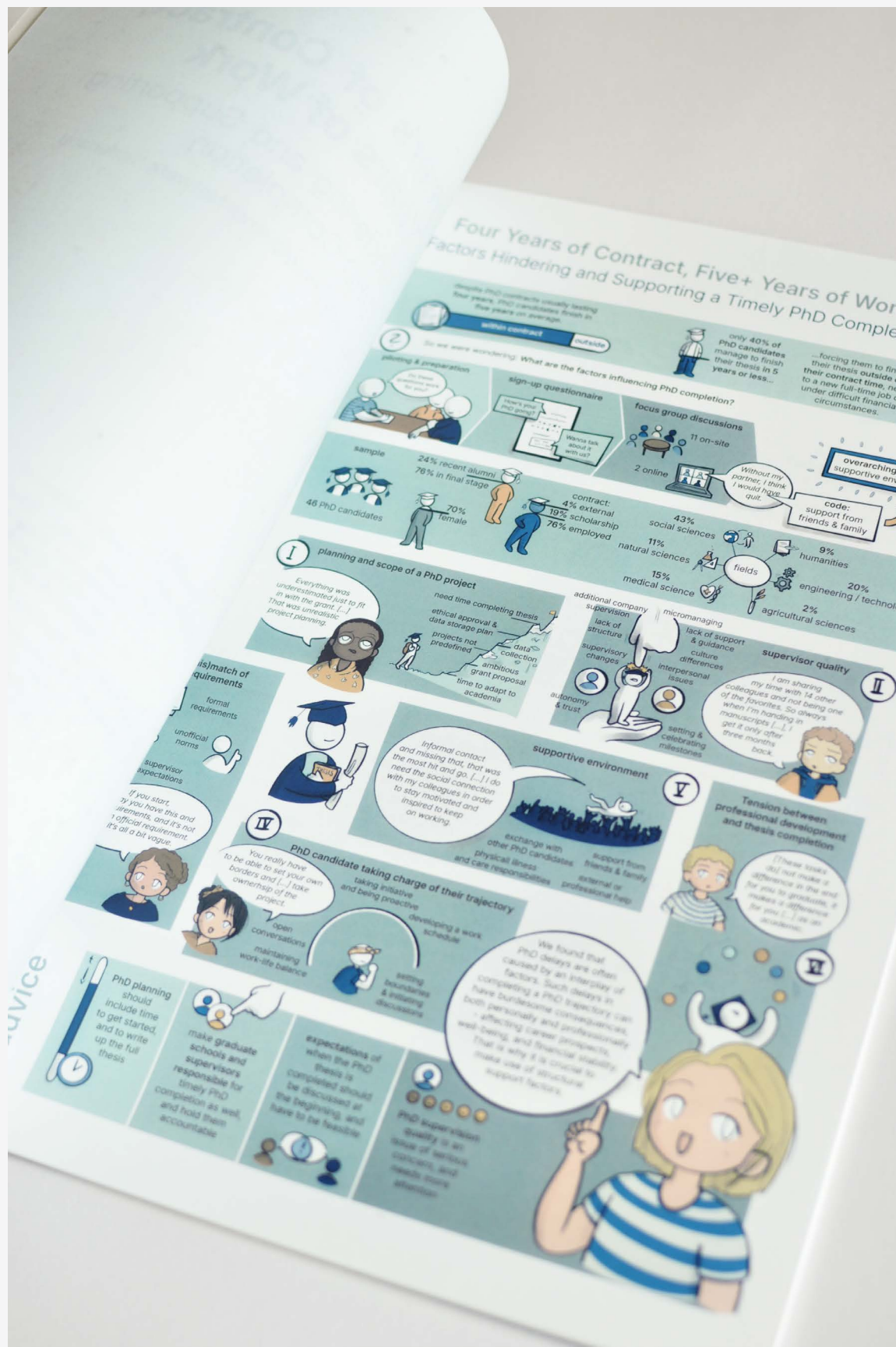
Client | Promovendi Netwerk
Nederland (PNN; network of Dutch
PhD students)

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.





ROADS TO SUPPORT

(2025)

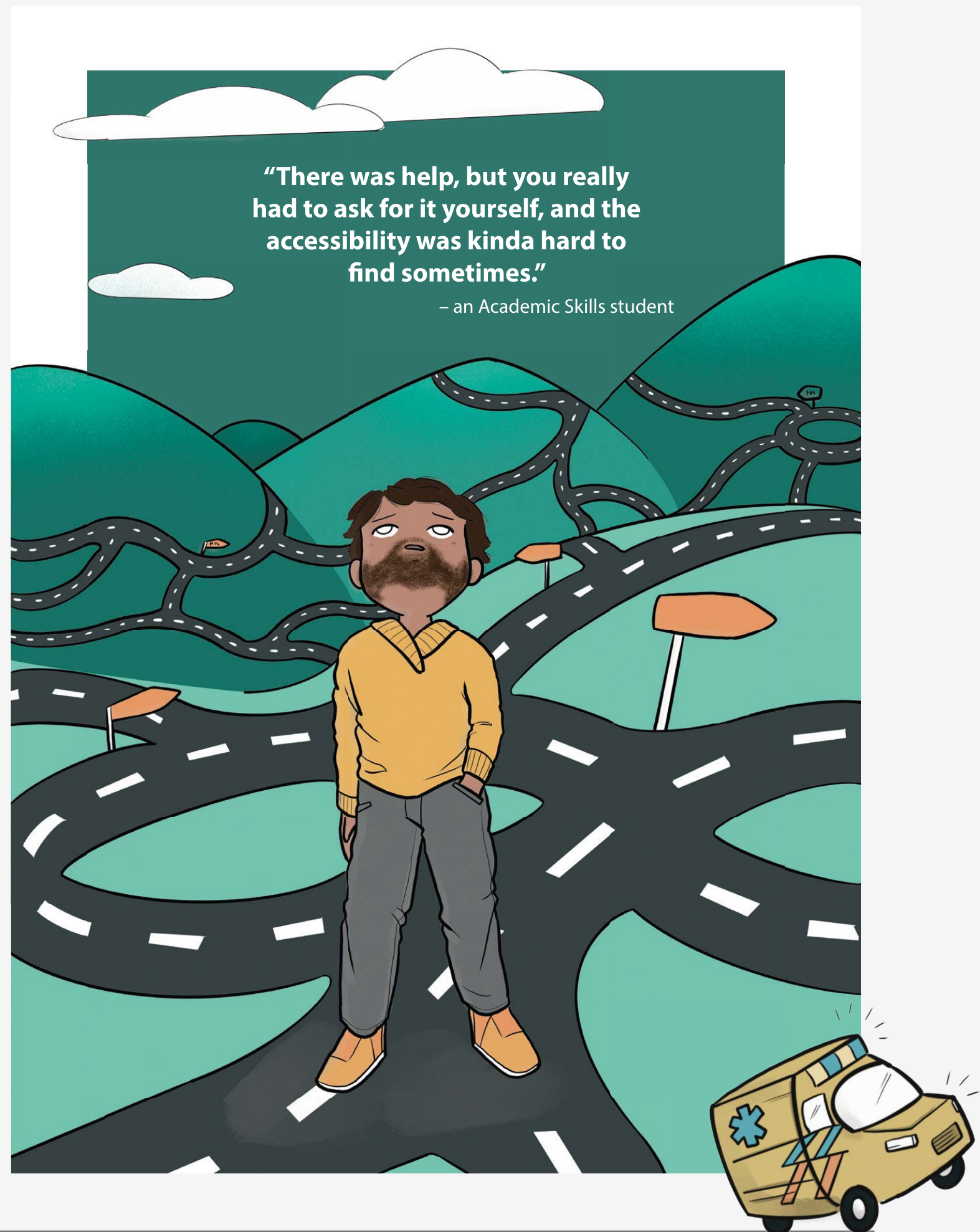
Client | University of Groningen

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

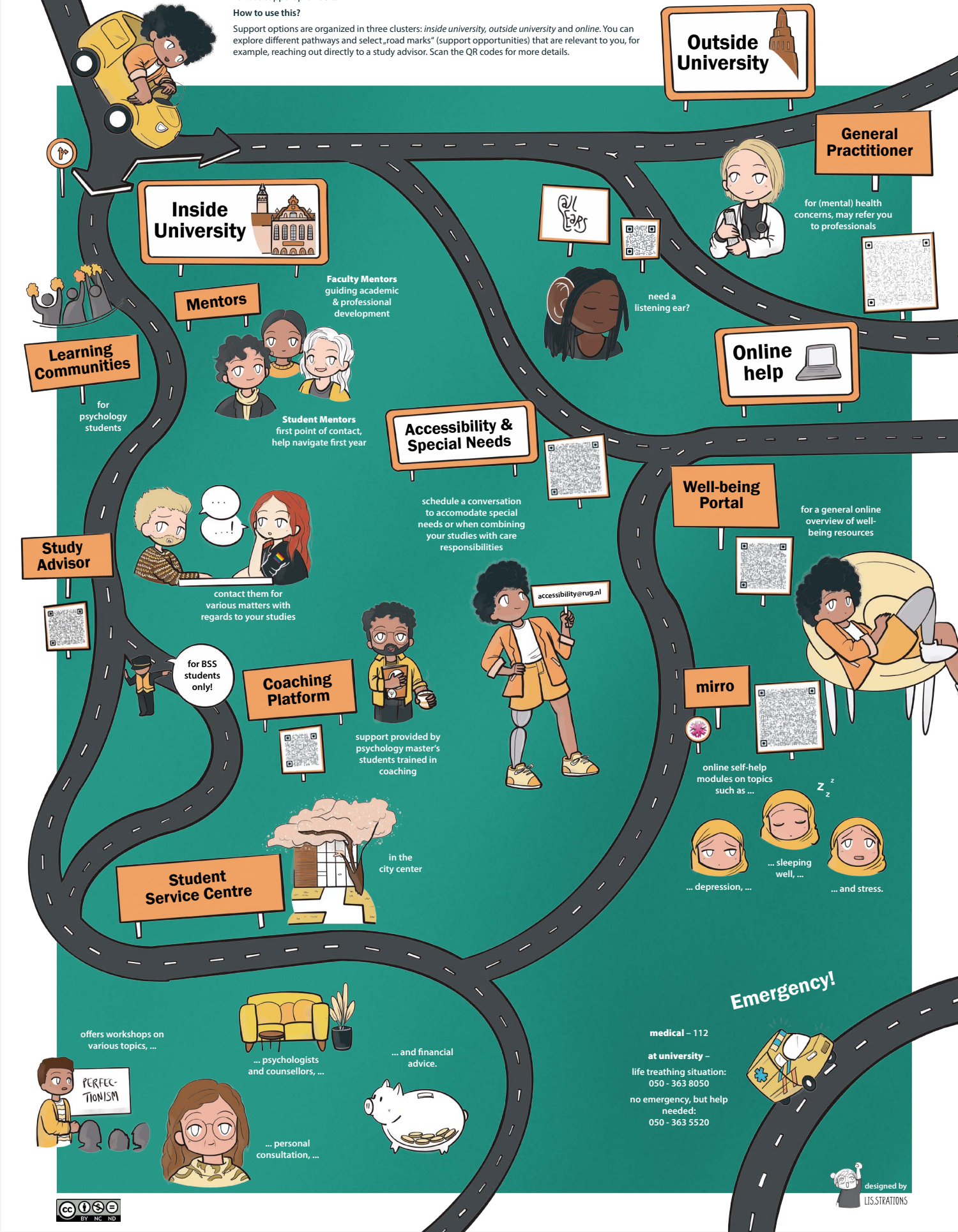
As a student, you may face both academic and personal challenges during your studies. To help you navigate the available support, we have created a visual overview based on input from students and various support providers.

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)



designed by
LIS.STRATIONS

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

COVER ELEMENTS

PSYCHOLOGICAL PROFESSIONS



CHARACTERS



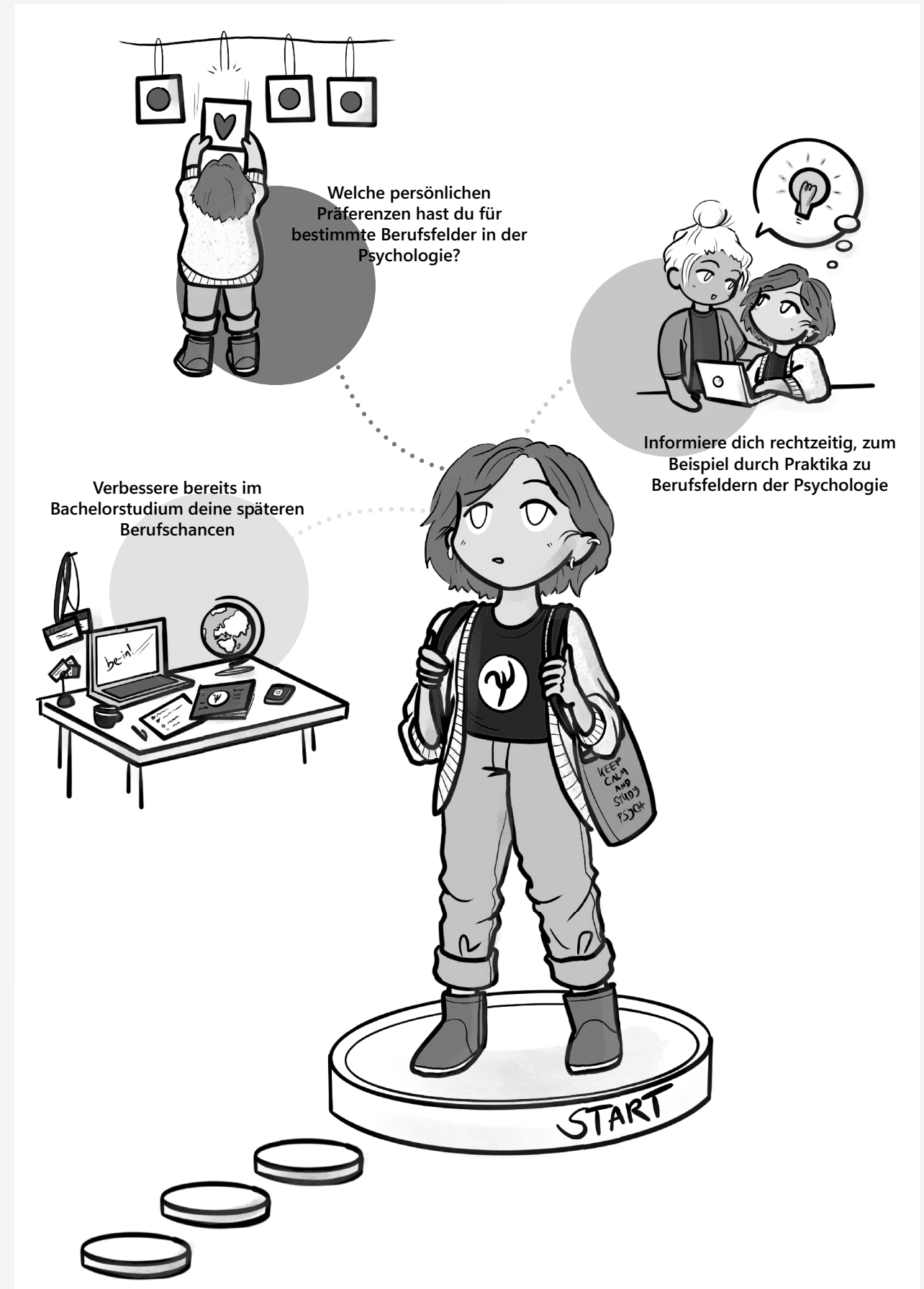
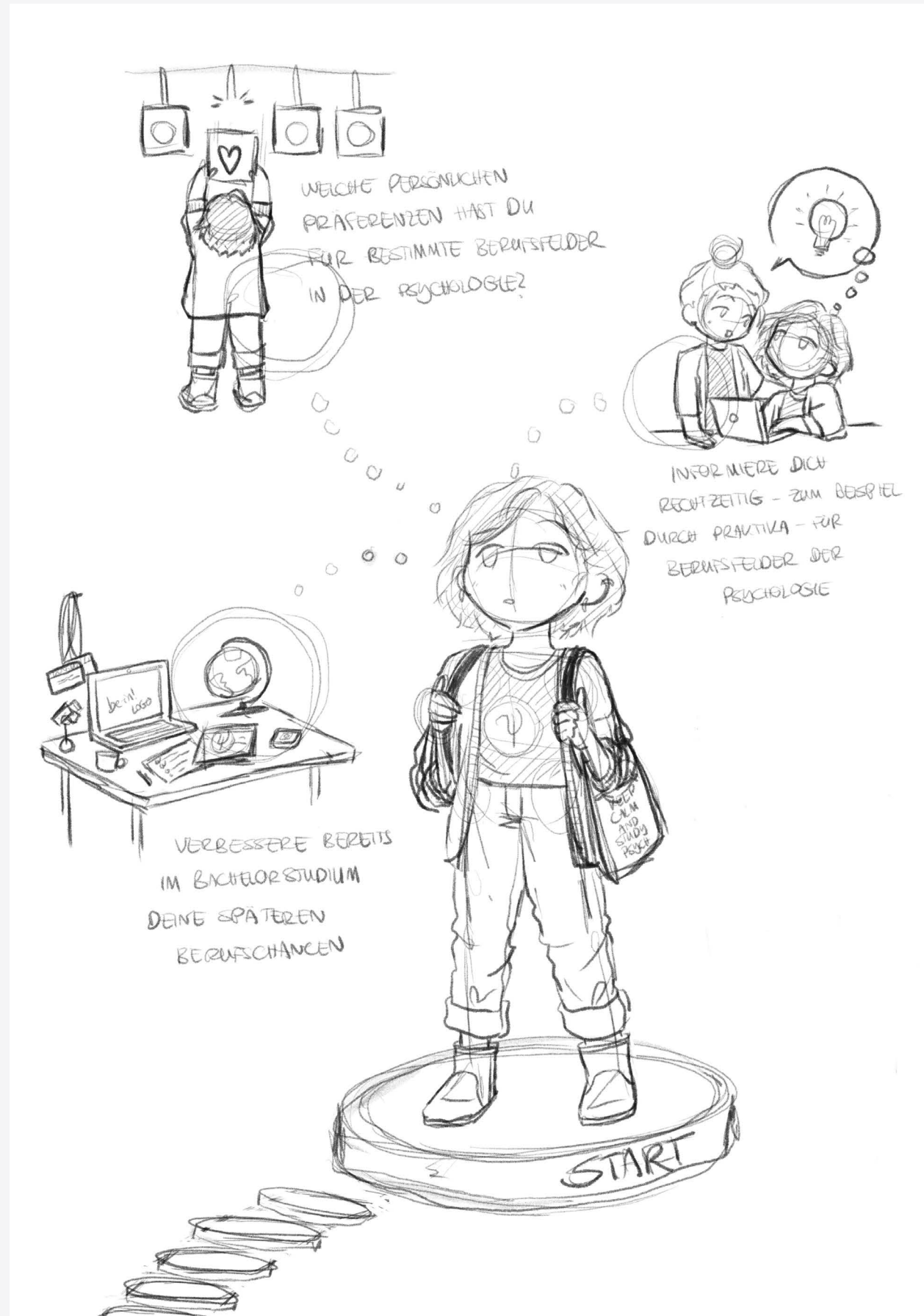
Beratung durch ein Career-Center der Universität

Viele Universitäten und Hochschulen haben inzwischen solche Career-Center, die Studierenden helfen, sich auf Bewerbungen vorzubereiten, vom Bewerbungsschreiben bis hin zum Vorstellungsgespräch.

Aber Achtung! Die Veranstaltungen einer solchen universitären Beratungsstelle werden nur in einem bestimmten Turnus angeboten und sind sehr gefragt, daher ist eine frühzeitige Anmeldung erforderlich. In diesen Einrichtungen gibt es auch persönliche Beraterinnen bzw. Berater, die du in Anspruch nehmen kannst, bevor es mit der ersten Bewerbung losgeht.

Wenn bei den anstehenden Bewerbungsverfahren Assessment-Center (ACs) durchlaufen werden müssen, solltest du dich unbedingt darauf vorbereiten, auch wenn du im Studium (theoretisch) davon schon gehört hast.





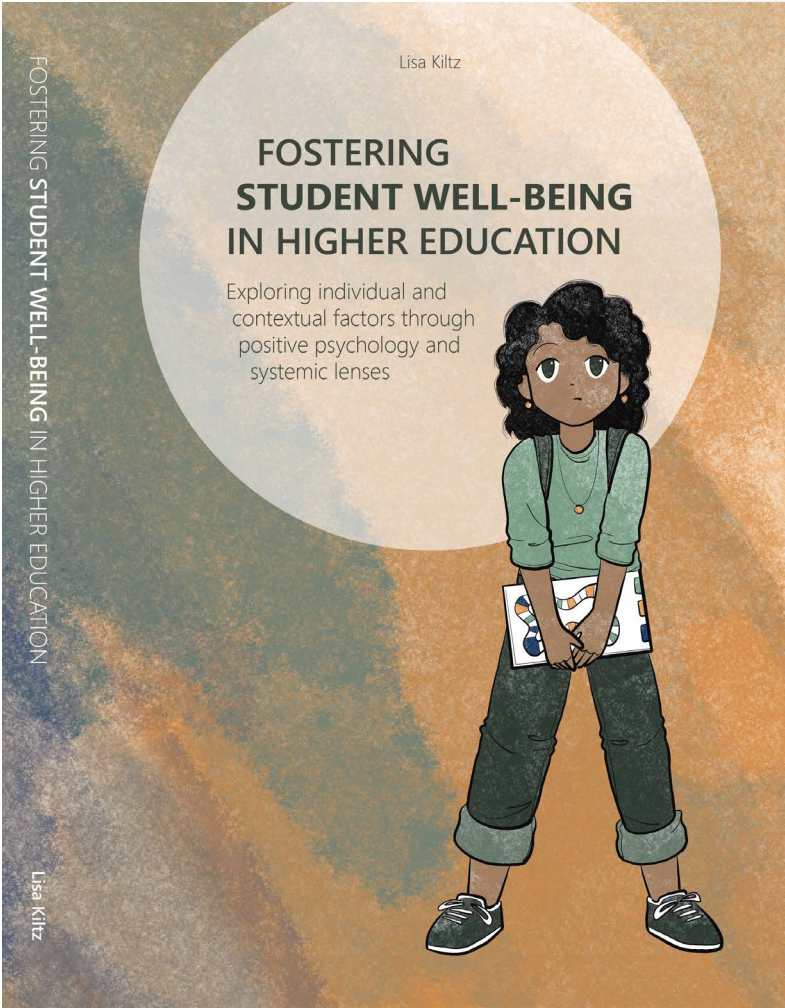
FOSTERING STUDENT WELL-BEING IN
HIGHER EDUCATION (2024)

Client | Own work

Type of work | Booklet – scientific
cartoons

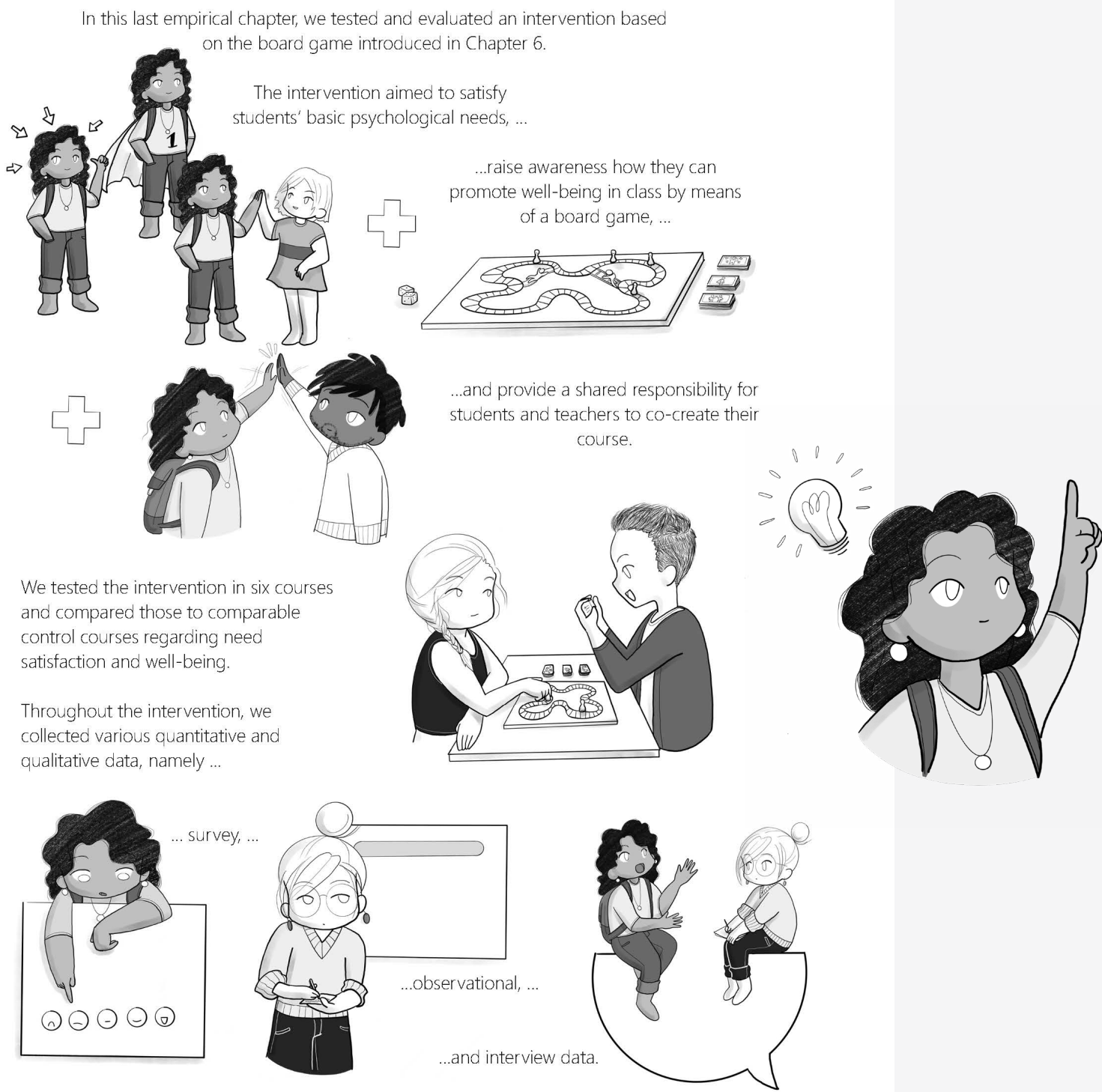
Tasks | Plot, story, text & image –
visual translation of research results
– content design & visual concept –
typography

Visual summary of my own
dissertation (theoretical concepts,
methods, results) per chapter in form
of cartoons



Chapter 7 | Evaluating a Game-based Approach to BPN Intervention

Chapter 7 in Pictures





Chapter 3 in Pictures

In Chapter 3, we focussed on student well-being during COVID-19, focussing on three research questions:

Which stressors affected students, ...

... which resilience factors helped them face these stressors, ...

...and what role the learning environment played.

We interviewed two students, two teachers, and two support staff four times throughout the first pandemic months and analysed the interviews thematically.

1 We found a number of postulated pandemic-related stressors that affected students, such as ...

... disruption of social life, ...

... loss of daily routines, ...

What will happen tomorrow?

Try again!

... uncertainty, ...

Cancelled!

...and a sense of loss.

2 Moreover, we identified a wealth of resilience factors, counteracting the pandemic's adverse effects, ...

... both within the individual - such as social resources (e.g., social support) and personal resources (e.g., self-compassion) - ...

... and within academia - such as relatedness to faculty members.

3 Finally, we encountered changes in how the pandemic-affected learning environment satisfied students' basic psychological needs, ...

... with competence being the least...

...and relatedness the most affected.

Such insights may help us create a healthier learning environment for students such as Isabella even after the pandemic.

PSYCHOLOGY CARTOONS

(since 2020)

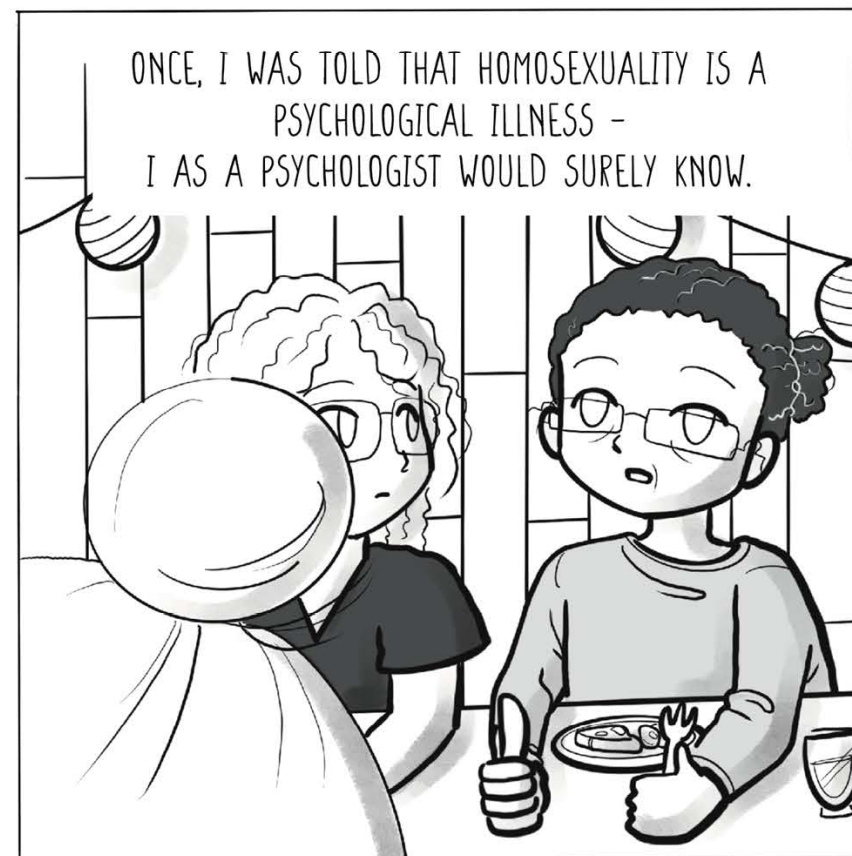
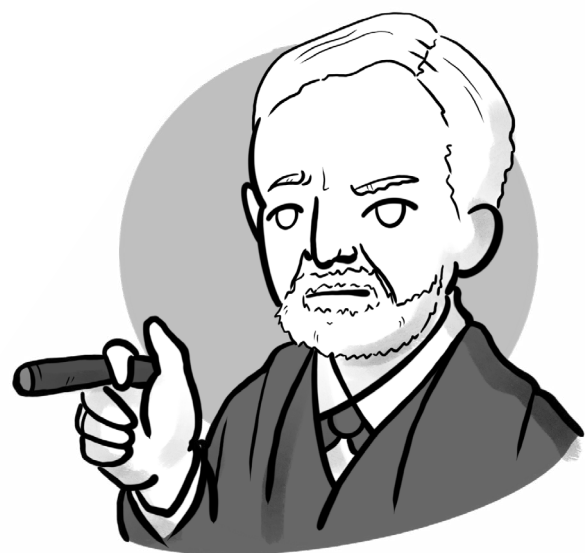
Client | Free work

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.

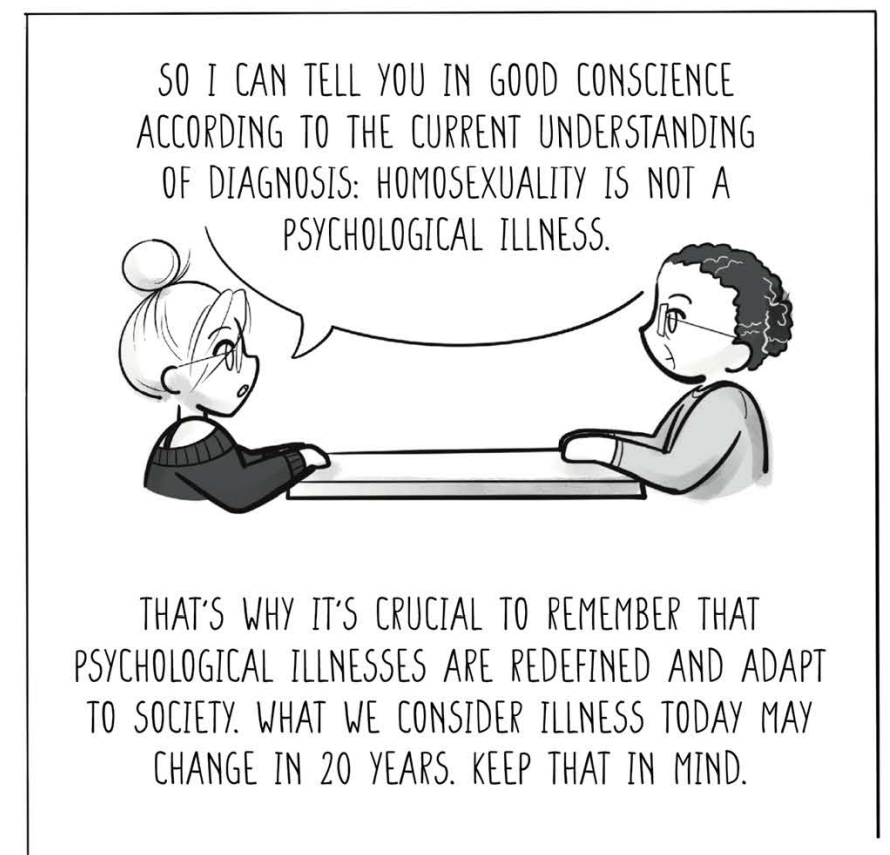


AT FIRST, I FELT LIKE I'D BEEN
BEATEN OVER THE HEAD – OF COURSE
HOMOSEXUALITY IS NOT A DISEASE. BUT
EVEN PSYCHOLOGY DIDN'T
THINK SO FOR A
LONG TIME.
SO I SAID: ...



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.

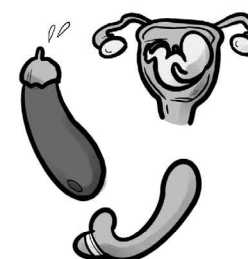
PSYCHOLOGY EXPLAINED: HYSTERIA

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.

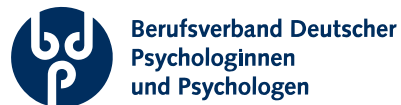


FREUD - A STUDENT OF HIS - FURTHER
STATED THAT HYSTERIA WAS DUE TO WOMEN
REALISING THAT THEY WERE ROBBED OF A
PENIS. THE SOLUTION (STILL): PENETRATION
(NOTA BENE: INCLUDING AN ORGASM!)

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!“





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