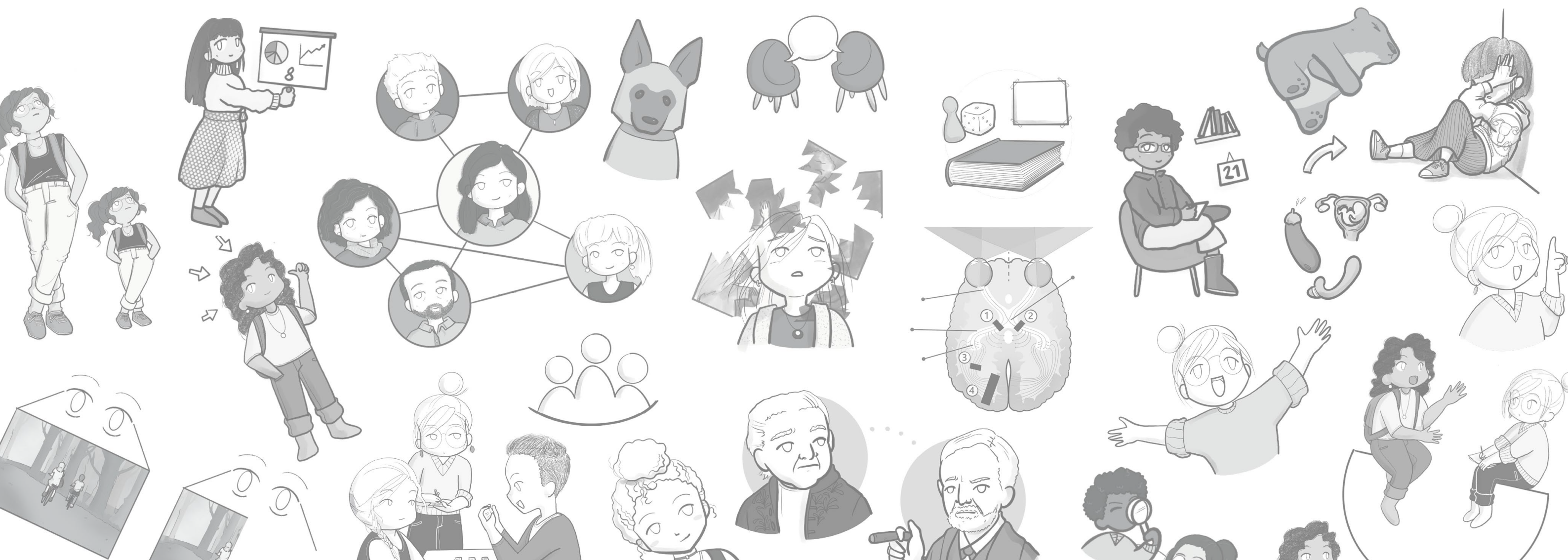# PORTFOLIO

Work samples for academic science communication focusing on psychological and social sciences

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
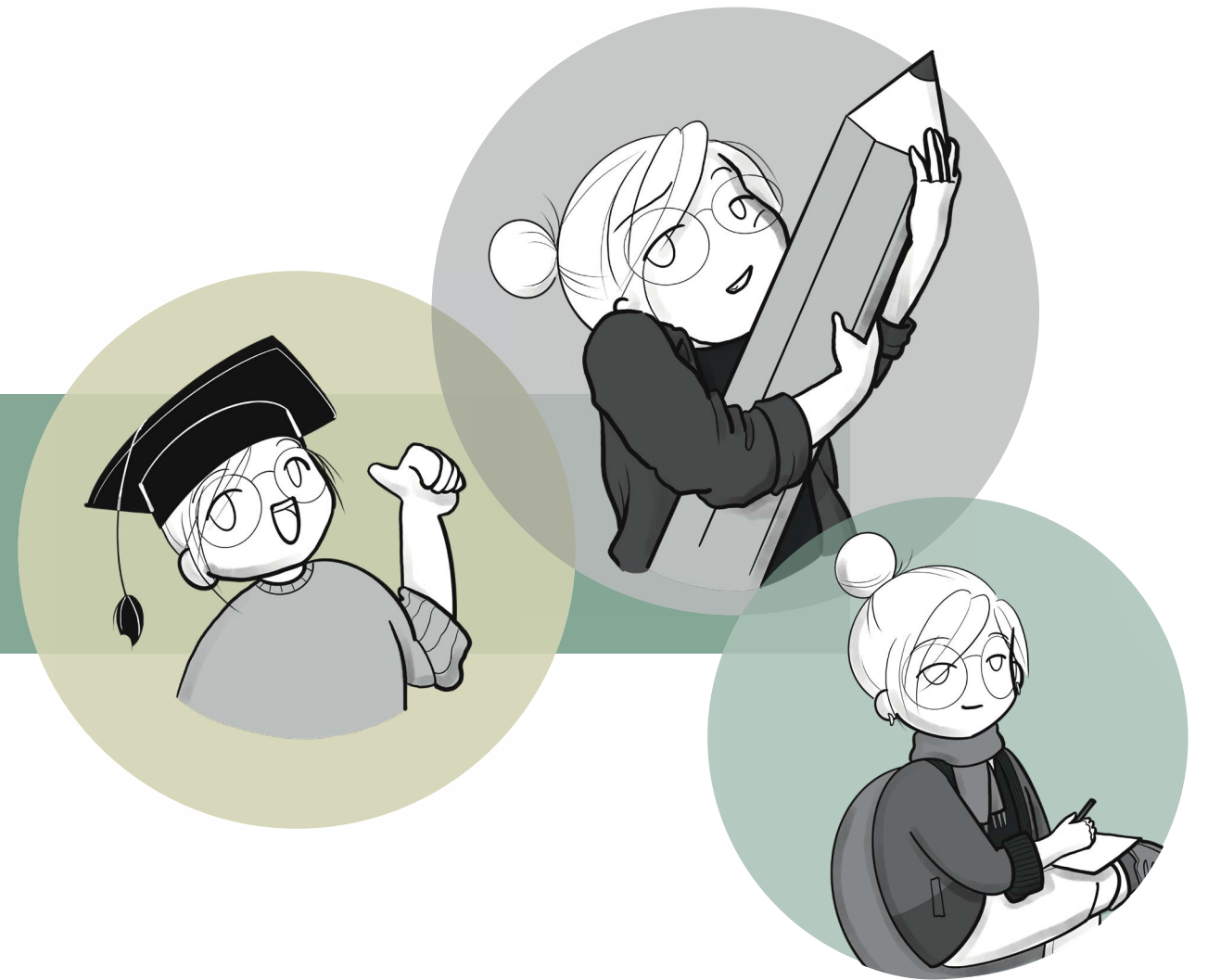
PSYCHOEDUCATIONAL CALENDAR
(2025 & 2026)

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

MAY

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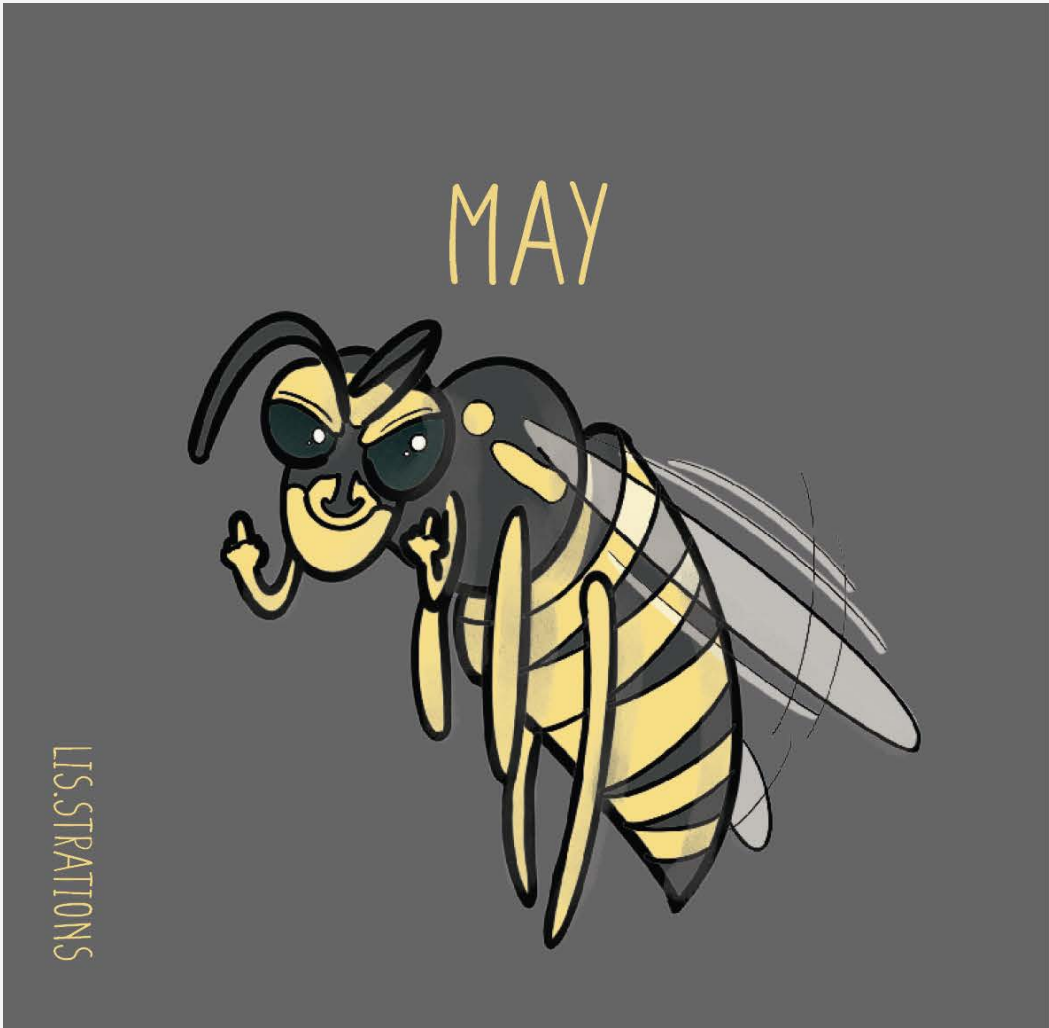
MON	TUE	WED	THU	FRI	SAT	SUN
				1 DEU	2	3
4	5 NLD	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

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!

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**

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

LIS.STRATIONS

SEPTEMBER

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!

LIS.STRATIONS

OCTOBER

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

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

teacher

lecturer

policy expert

researcher
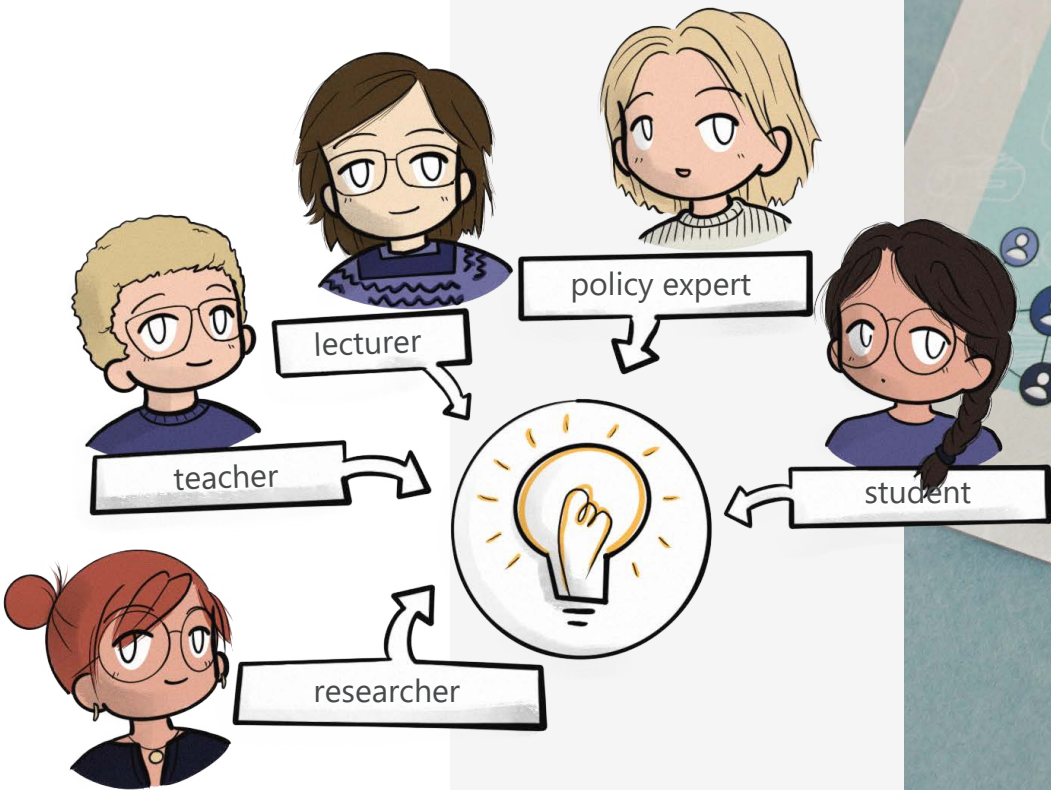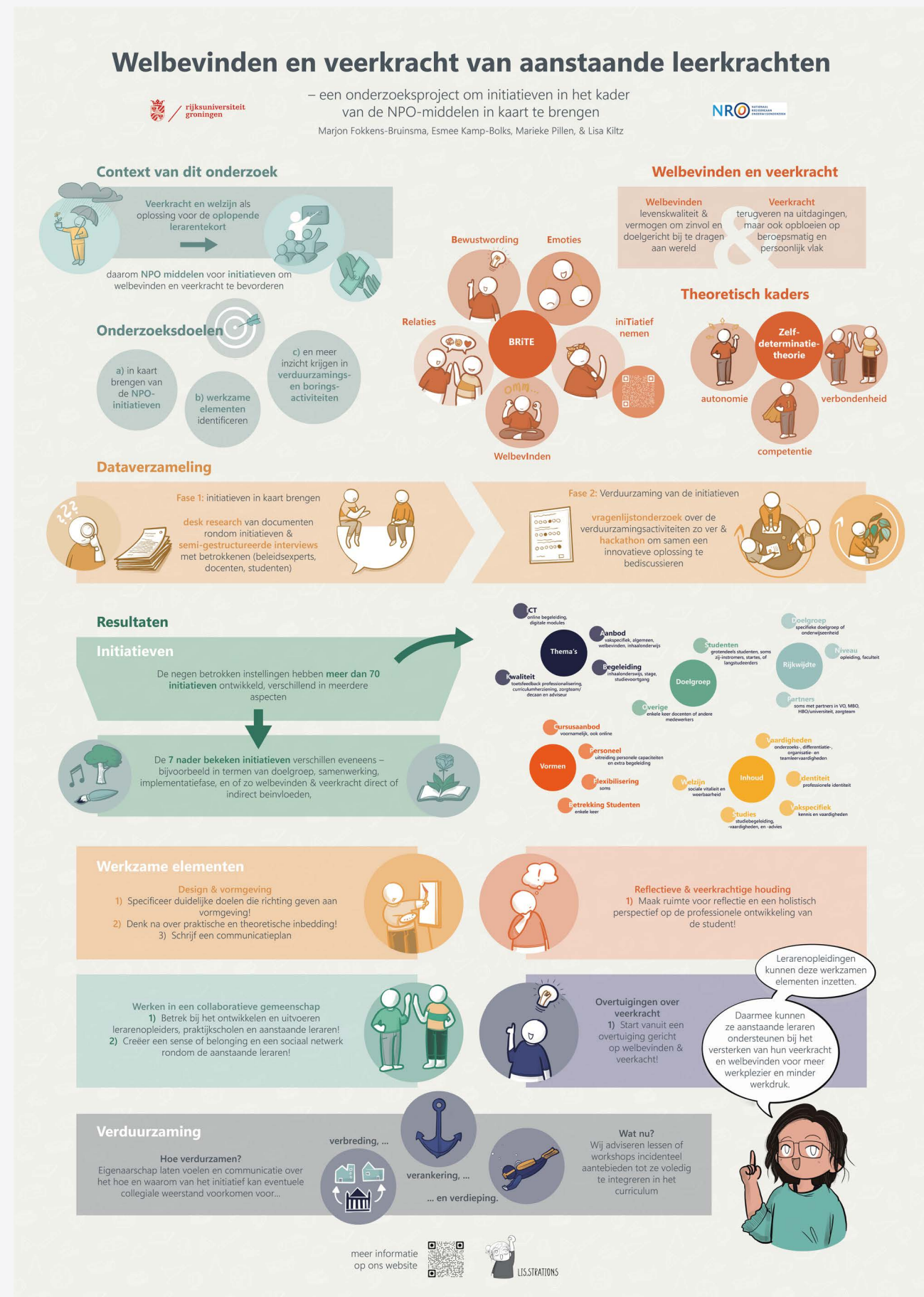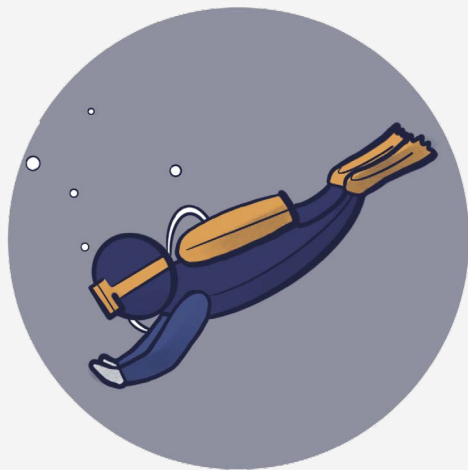
student

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 lerarenopleidingen, 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-gestructureerde interviews. Verder hebben we door middel van een hackathon[1] 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 in 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.
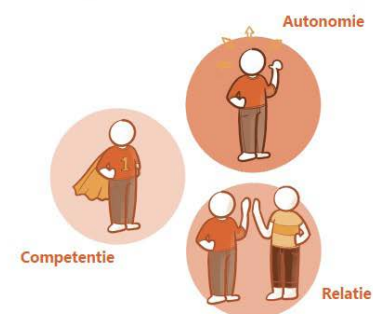
Figuur 2. De zelfdeterminatietheorie

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.
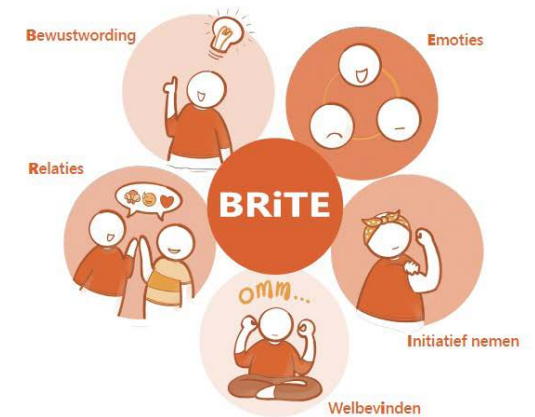
Figuur 3. Het BRiTE raamwerk

Welbevinden & Veerkracht
van aanstaande leraren

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
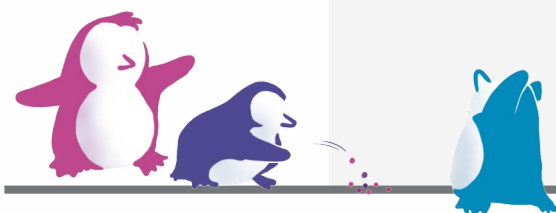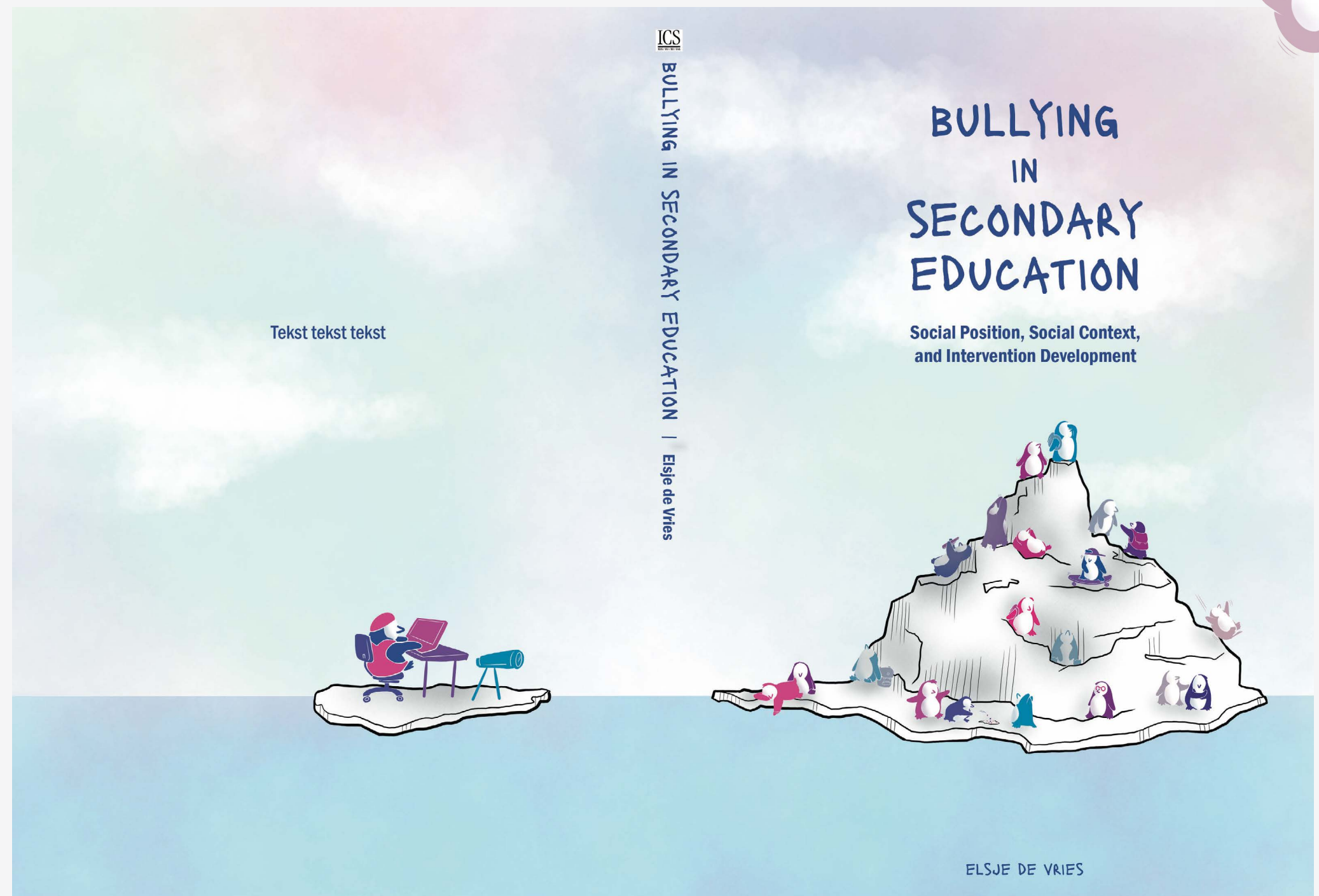
ICS

BULLYING IN SECONDARY EDUCATION | Elsje de Vries

Tekst tekst tekst

BULLYING
IN
SECONDARY
EDUCATION

Social Position, Social Context, and Intervention Development

ELSJE DE VRIES

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?

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

The first two years of secondary education are characterized by search o fa 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

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

Bullying victims

Uninvolved students

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, ...

... particulary 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
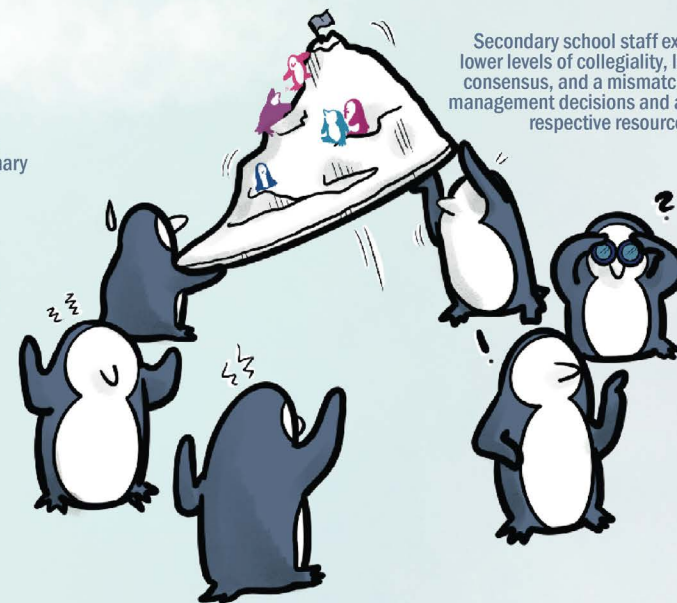
Conclusion:
Team leaders need to foster collaboration and alignment of values to improve the implementation of interventions

In this dissertation, we investigated the feasibility of the theory-based anti-bullying intervention **GRIPP** (**GR**oup formation, **I**dentity development, and bullying **P**revention **P**rogram).

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

1) **Five phases of development:**
Forming
Norming
Storming
Performing
Adjourning

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 vicitms' 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 sremains challenging, because of...

Inevitable convience 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.

Four Years of Contract, Five+ Years of Work

Factors Hindering and Supporting a Timely PhD Completion

A Publication of PNN | Promovendi Netwerk Nederland
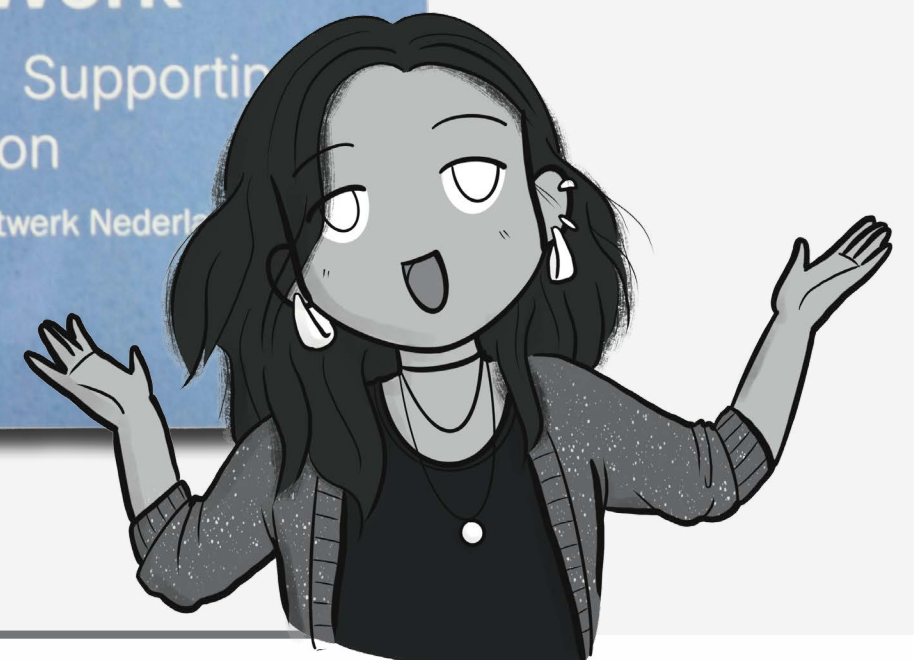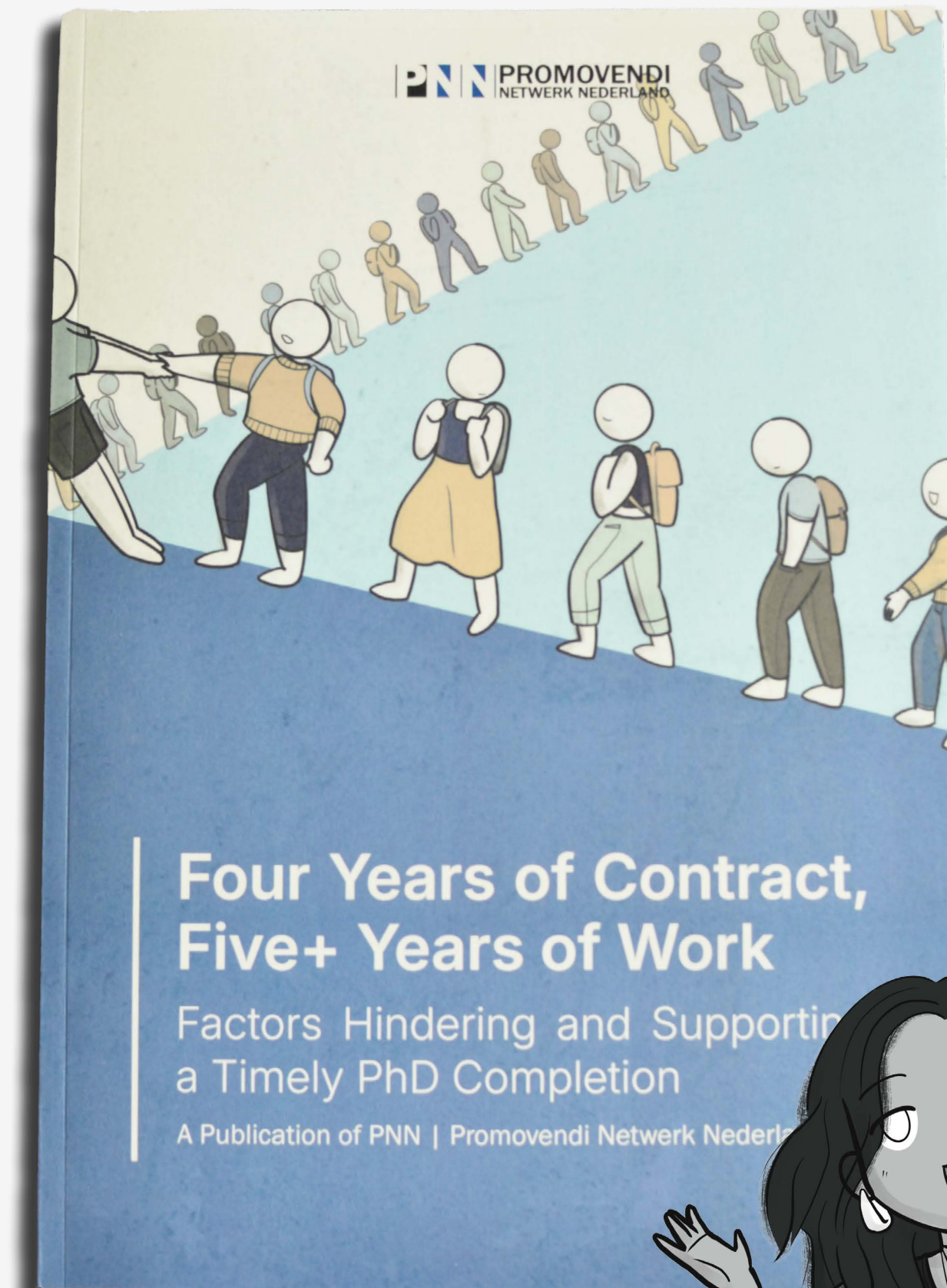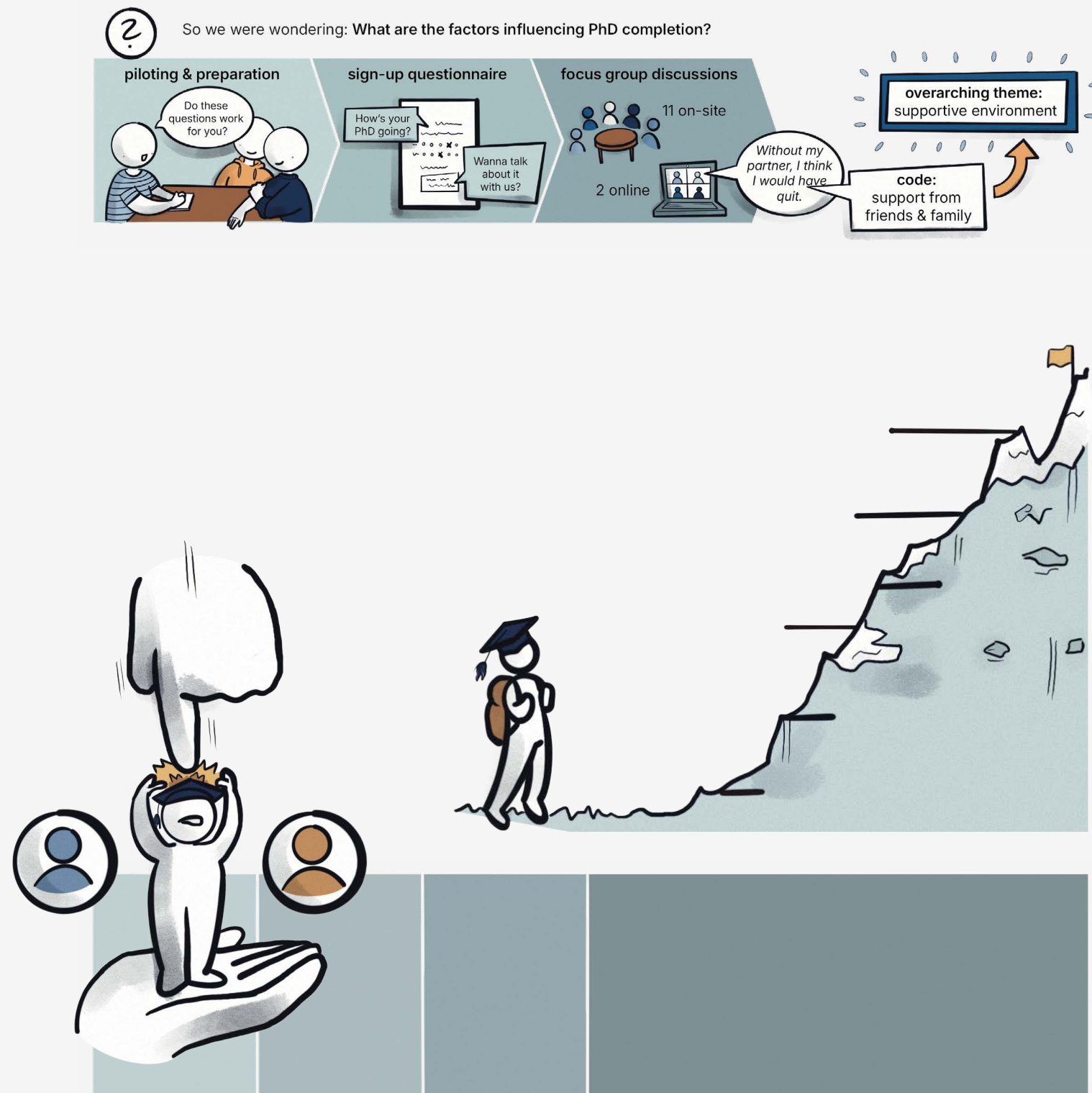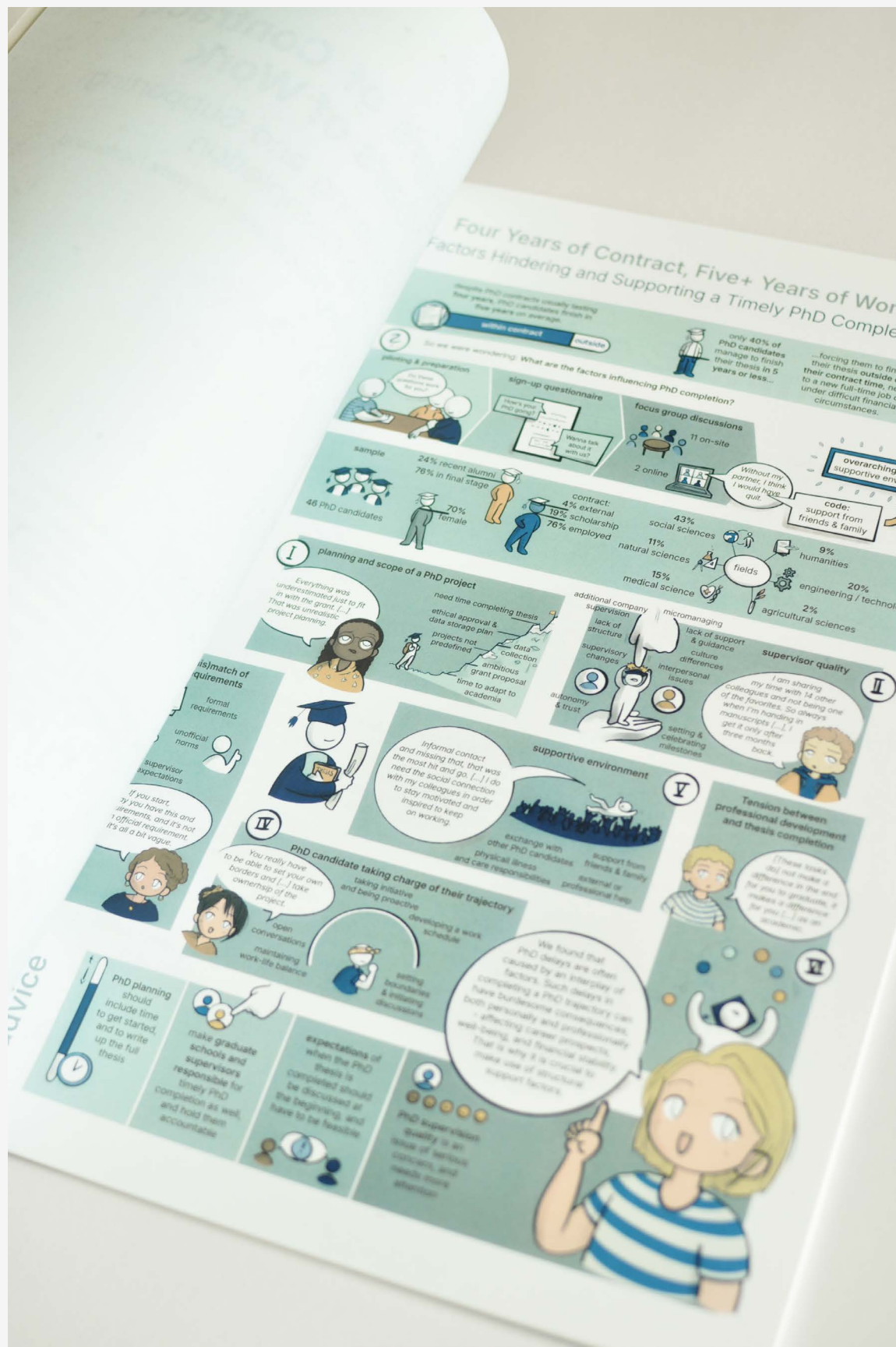
ROADS TO SUPPORT
(2025)

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)

"There was help, but you really had to ask for it yourself, and the accessibility was kinda hard to find sometimes."
– an Academic Skills student
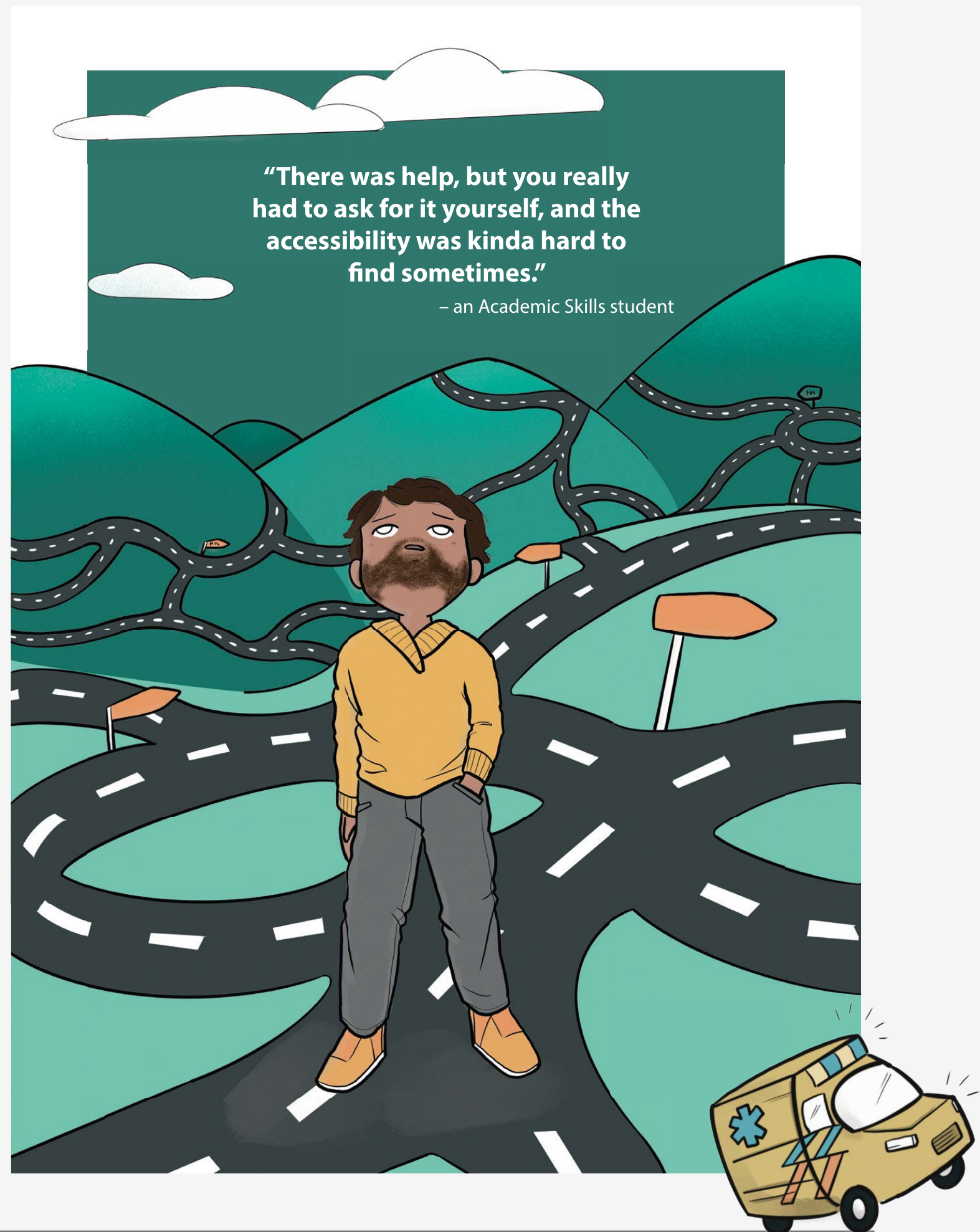
Roads to Support

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.

rijksuniversiteit groningen

ComeniusNetwerk

NRO NATIONAAL REGIEORGAAN ONDERWIJSONDERZOEK

Outside University

Inside University

General Practitioner

for (mental) health concerns, may refer you to professionals

Mentors

Faculty Mentors guiding academic & professional development

call bars

need a listening ear?

Online help

Learning Communities

for psychology students

Student Mentors first point of contact, help navigate first year

Accessibility & Special Needs

schedule a conversation to accomodate special needs or when combining your studies with care responsibilities

Well-being Portal

for a general online overview of well-being resources

Study Advisor

contact them for various matters with regards to your studies

accessibility@rug.nl

for BSS students only!

Coaching Platform

support provided by psychology master's students trained in coaching

mirro

online self-help modules on topics such as ...

... depression, ...

... sleeping well, ...

... and stress.

Student Service Centre

in the city center

offers workshops on various topics, ...

PERFEC-TIONISM

... psychologists and counsellors, ...

... and financial advice.

... personal consultation, ...

Emergency!

medical – 112

at university –
life treathing situation:
050 - 363 8050
no emergency, but help needed:
050 - 363 5520

designed by LIS.STRATIONS

FOSTERING STUDENT WELL-BEING IN HIGHER EDUCATION (2024)

Client | Free work

Type of work | Booklet – scienitifc 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 in Pictures

In this last empirical chapter, we tested and evaluated an intervention based on the board game introduced in Chapter 6.

The intervention aimed to satisfy students' basic psychological needs, ...

...raise awareness how they can promote well-being in class by means of a board game, ...

...and provide a shared responsibility for students and teachers to co-create their course.

We tested the intervention in six courses and compared those to comparable control courses regarding need satisfaction and well-being.

Throughout the intervention, we collected various quantitative and qualitative data, namely ...

... survey, ...

...observational, ...

...and interview data.

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, ... **1**

... which resilience factors helped them face these stressors, ... **2**

3 ...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.

COVID-19 pandemic
2020

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

... disruption of social life, ...

What will happen tomorrow?

Try again!

Cancelled!

... uncertainty, ...

... loss of daily routines, ...

...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.

Lisa Kiltz

FOSTERING
STUDENT
IN HIGHER

Exploring individu...
contextual facto...
positive psych...
systemic le...

VARIOUS DISSERTATIONS
(2024-2025)

Client | Various PhD students

Type of work | Dissertations

Tasks | Image – visual translation of research topics – visual concept – typography

Coverdesign of dissertations including inner layouting of text, figures, and tables; design of accompagning bookmark and propositions

Chapter 3

Work-Family Trajectories, Welfare State Generosity, and Retirement Voluntariness Across Europe

A slightly different version of this chapter is currently under review at an international journal. Mark Visser and Gerbert Kraaykamp are co-authors of this chapter.

The authors jointly developed the idea and design for the study reported in this chapter. Firat prepared the data, conducted the analysis, and wrote the main part of the manuscript. Visser and Kraaykamp contributed substantially to the manuscript.

The study on which this chapter is based on was presented at the Day of Sociology in Ghent on May 25, 2023, the European Consortium of Sociological Research Annual Conference in Prague on September 18-20, 2023, and the Netspar International Pension Workshop in Leiden on June 19-21, 2024, and received feedback at the Sociology Seminar at Radboud University on May 16, 2023.

Retirement and Life Course Transitions

Inequality and the Welfare State in Europe

Mustafa Fırat

Invitation

to attend the public defence of my dissertation entitled

Retirement and Life Course Transitions

Inequality and the Welfare State in Europe

Mustafa Fırat
m.mustafafirat@gmail.com

on **XX XXX 2025** at **XX:XX**, in the Aula of Radboud University, Comeniuslaan 2, Nijmegen

Livestream
www.ru.nl/aula/livestream

Paranymphs
Bilge Gençoğlu
Maikel Meijeren

Chapter 3

For the study in this chapter, we required both types of data. The information needed to construct work-family trajectories was available only in the retrospective surveys (waves 3 or 7). Thus, we began by selecting individuals who completed one of these retrospective surveys and whose pre-retirement work-family trajectory, covering ages 15 to 49, had been reconstructed in Chapter 2. To link these trajectories to retirement voluntariness, we then identified those who had also participated in at least one of the prospective surveys (waves 1, 2, 4, 5, 6, 7, 8, or 9), where retirement details were gathered. From these prospective surveys, we selected only respondents who were retired. Given that the work-family trajectories covered the ages of 15 to 49, we restricted the sample to those who had retired at the age of 50+ to ensure a clear temporal order between trajectories and retirement.

Applying these criteria resulted in a sample of 55,491 individuals who had work-family trajectory data from age 15 to 49 and retirement voluntariness data from age 50 to 90. From this sample, we excluded those who retired after age 70 (1.38%), as this age marks the upper limit for pension eligibility in the countries under study and represents a selective group of people who delayed retirement beyond the typical age range. This exclusion also helped us minimize the time gap between the measurement of work-family trajectories and retirement. The average age of retirement in our sample was 60, meaning that there was a gap of approximately ten years between respondents' work-family trajectories and retirement. Finally, we excluded respondents with missing data on retirement voluntariness (10.87%), which was missing due to non-response, not knowing the answer, or refusing to answer. After these adjustments, our final sample comprised 48,775 people from 28 European countries.

Measurement

Dependent Variables

In this section, we illustrate how we defined retirement and measured retirement voluntariness while also disclosing the timing component of retirement voluntariness. We defined retirement as the exit from the workforce and considered a person retired when that person self-reported retirement to be their current job situation. We adopted this definition because the measurement of retirement voluntariness in SHARE's prospective survey was dependent on this self-report. In the survey, respondents were first asked about their current job situation, and if their response was *retired*, they received a follow-up question that asked why they retired, with ten reasons listed. This question was asked in the wave in which people reported their current job situation as retired for the first time, meaning that the provided reasons concerned the first transition to retirement. Consistent with previous research that implemented an indirect approach to measure retirement voluntariness based on the reasons for retiring (Mäcken et al., 2022; Trentini, 2021), we used these ten reasons to distinguish between conventional, voluntary, and involuntary retirement, as shown in Table 3.1.

Respondents could select as many reasons as they wanted, but most respondents chose only one of the ten reasons. Nevertheless, some of them (8.92%) provided multiple reasons. When multiple reasons were provided, we embraced the approach of other researchers (Hyde & Dingemans, 2017; Radl, 2013) and prioritized involuntary reasons the most. This is because if people mentioned negative reasons alongside other reasons, other reasons might be post-hoc justifications to rationalize the forced exit from the workforce. We prioritized the conventional reason the least, as retiring for voluntary reasons reflects a more active choice and agentic transition than reaching public pension eligibility.

Additionally, following Radl (2013) and Radl and Himmelreicher (2015), we regarded those whose current job situation was permanently sick/disabled or unemployed as retired. However, we did this only if they were in that situation for at least two subsequent years until the last observation. We coded these people as involuntarily-retired because they were outside of the labor market in an

Table 3.1 Reasons for retiring coded as conventional, voluntary, and involuntary retirement

Conventional	Voluntary	Involuntary
- became eligible for a public pension	- was offered an early retirement option with special incentives/bonus	- own ill health
		- ill health of a relative/friend
	- became eligible for a private occupational pension	- made redundant
	- enjoy life	
	- spend more time with family	
	- became eligible for a private pension	
	- retire at the same time as spouse/partner	

Sources: SHARE waves 1, 2, 4, 5, 6, 7, 8, and 9.

unwanted situation, and they were so already for a long while. In our sample, this was the case for 1.17% of respondents. Of these, the sick/disabled (0.75%) were incapacitated for, on average, almost eight years, and the unemployed (0.42%) were jobless for almost seven years before the last observation. This suggests that they will not return to employment and can be seen as retirees.

After determining the voluntariness of each person's retirement as conventional, voluntary, or involuntary, we created two dependent variables out of these three categories. A single dependent variable with three categories is more intuitive, but we had to create two dependent variables because multinomial models did not converge when we added random coefficients for the work-family trajectories, which is needed to get reliable estimates in cross-level interactions (Heisig & Schaeffer, 2019). It was still possible to include random coefficients in models with two dependent variables. This is why we proceeded with two dependent variables. The first dependent variable represented the voluntary versus conventional retirement contrast, and the second represented the contrast between involuntary and conventional retirement, meaning that conventional retirement was the reference category. While most previous studies treated conventional retirement as part of voluntary retirement, we followed Radl (2014) and treated it as a separate category and even the reference category, as it is conceptually distinct from voluntary retirement and represents the dominant reason for retiring.

In terms of retirement timing, conventional and voluntary retirees were similar. Most conventional and voluntary retirees retired between ages 60-65, with a mean of 61. Most involuntary retirees, though, retired before 61. On average, involuntary retirees retired about 2.5 years earlier than both conventional and involuntary retirees, supporting the idea that they leave the workforce prematurely.

Independent Variables

As mentioned before, we here use six types of work-family trajectories identified in Chapter 2. The details concerning the procedure for constructing these trajectories are available in the measurement and analysis sections of Chapter 2. A description of the content of each trajectory can be found in Table 3.2. We treated the full-time employed partnered parent trajectory as the reference category because it was the most common trajectory, also representing the most resource-rich trajectory.

Analysis & Hypothesis Testing

5

119

BEYOND
BRAIN GAMES

Refining Cognitive Remediation for Functional
Recovery in Severe Mental Illness

ANIKA POPPE

VARIOUS RESEARCH VISUALS
(2024-2025)

Client | Various researchers
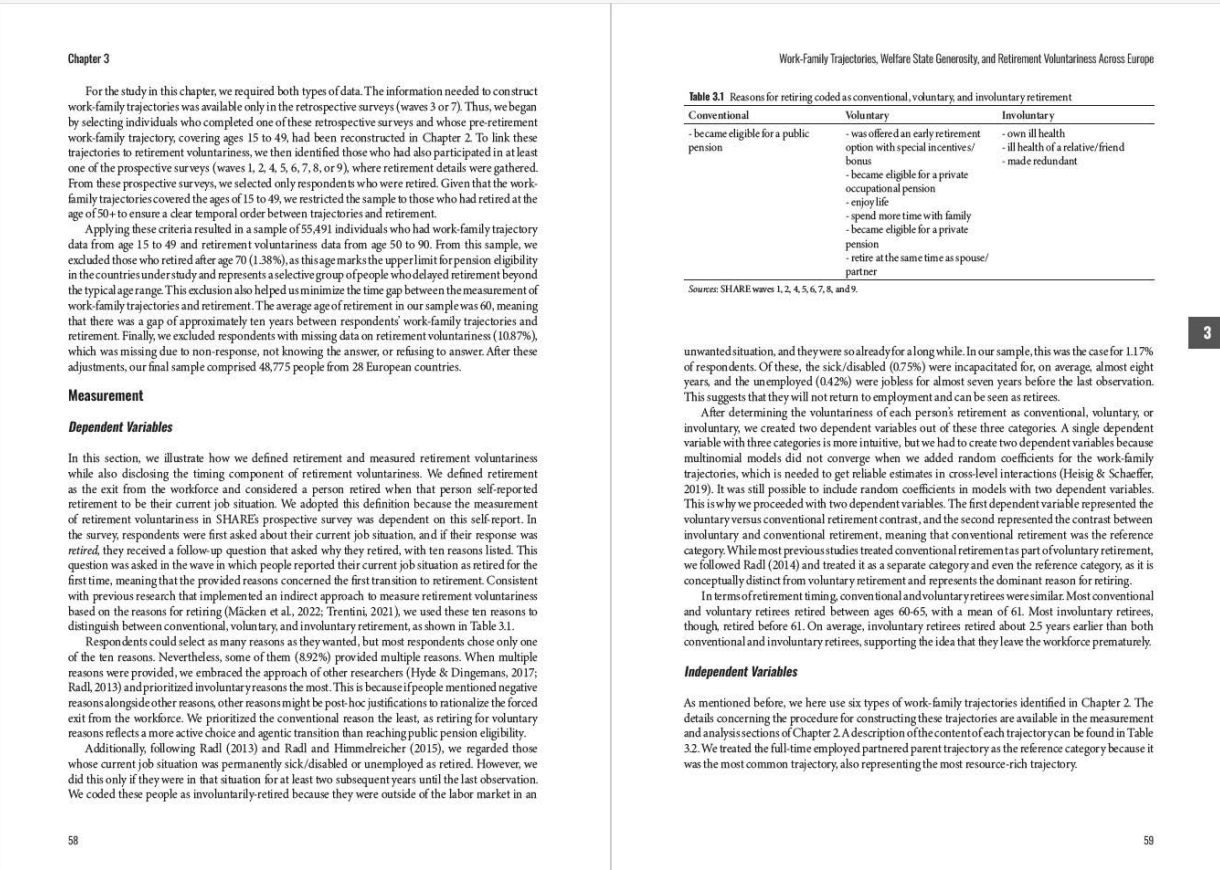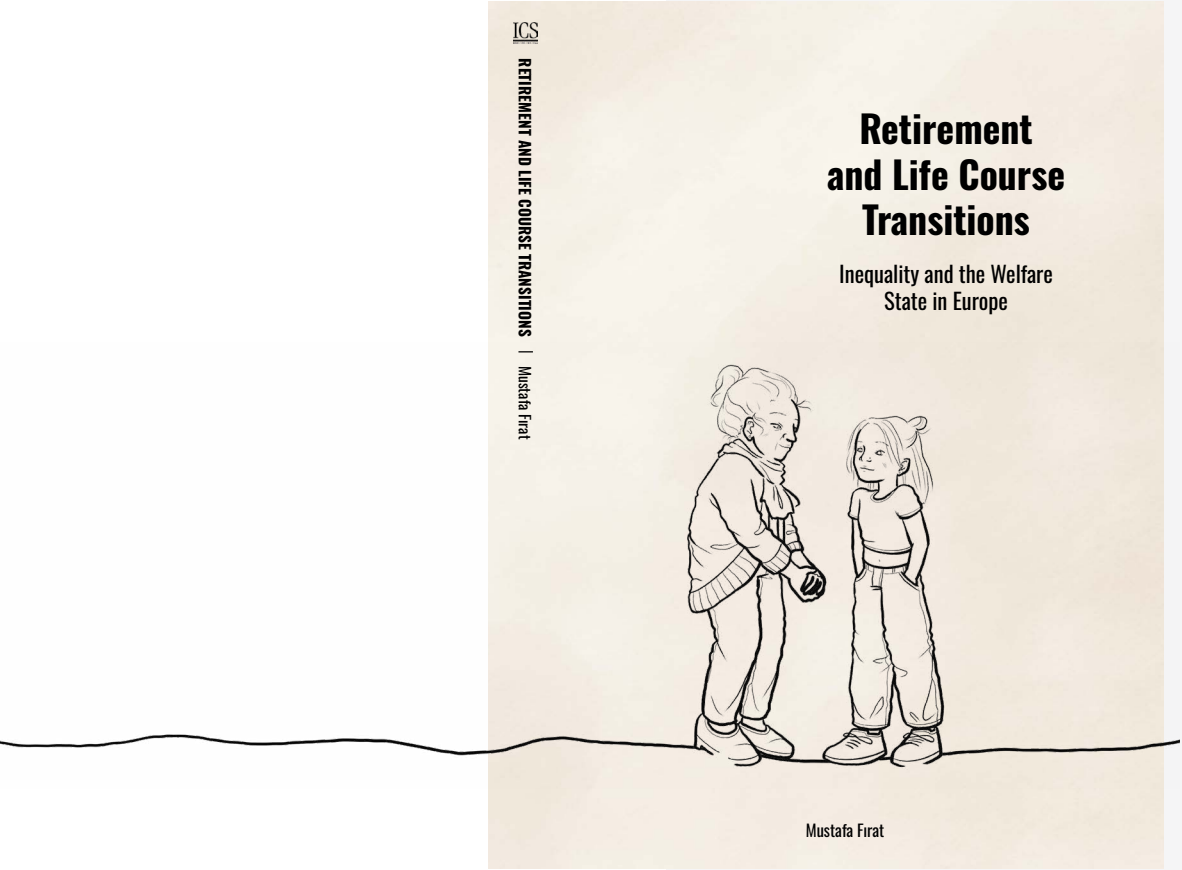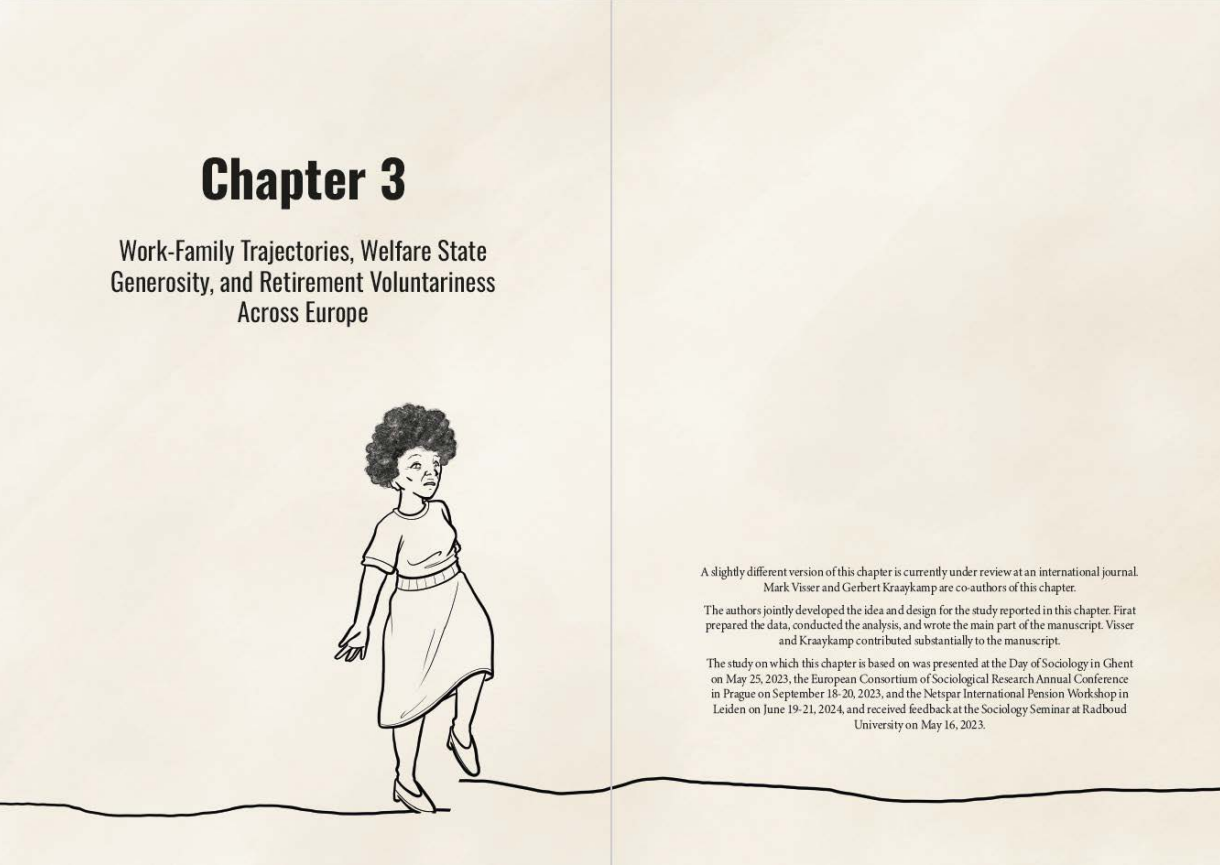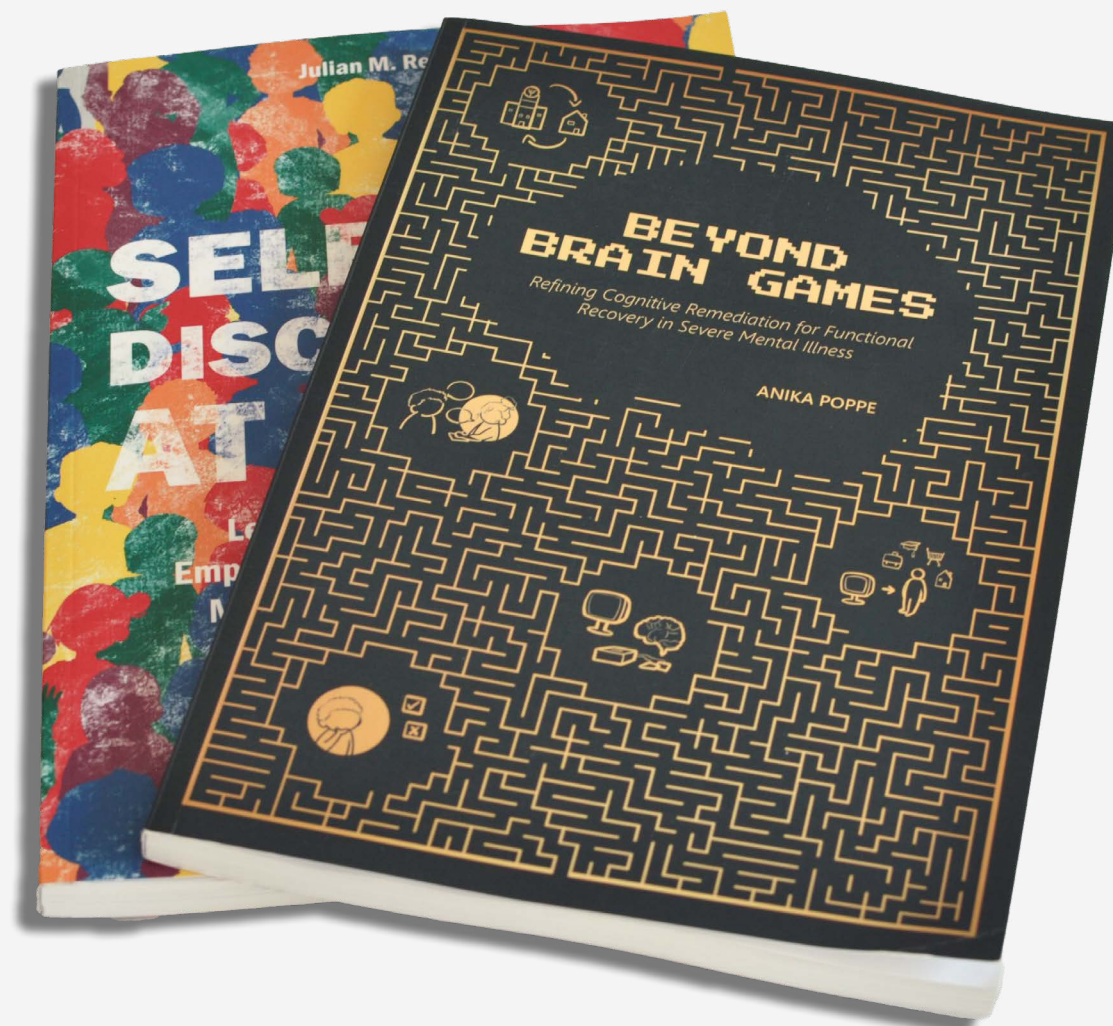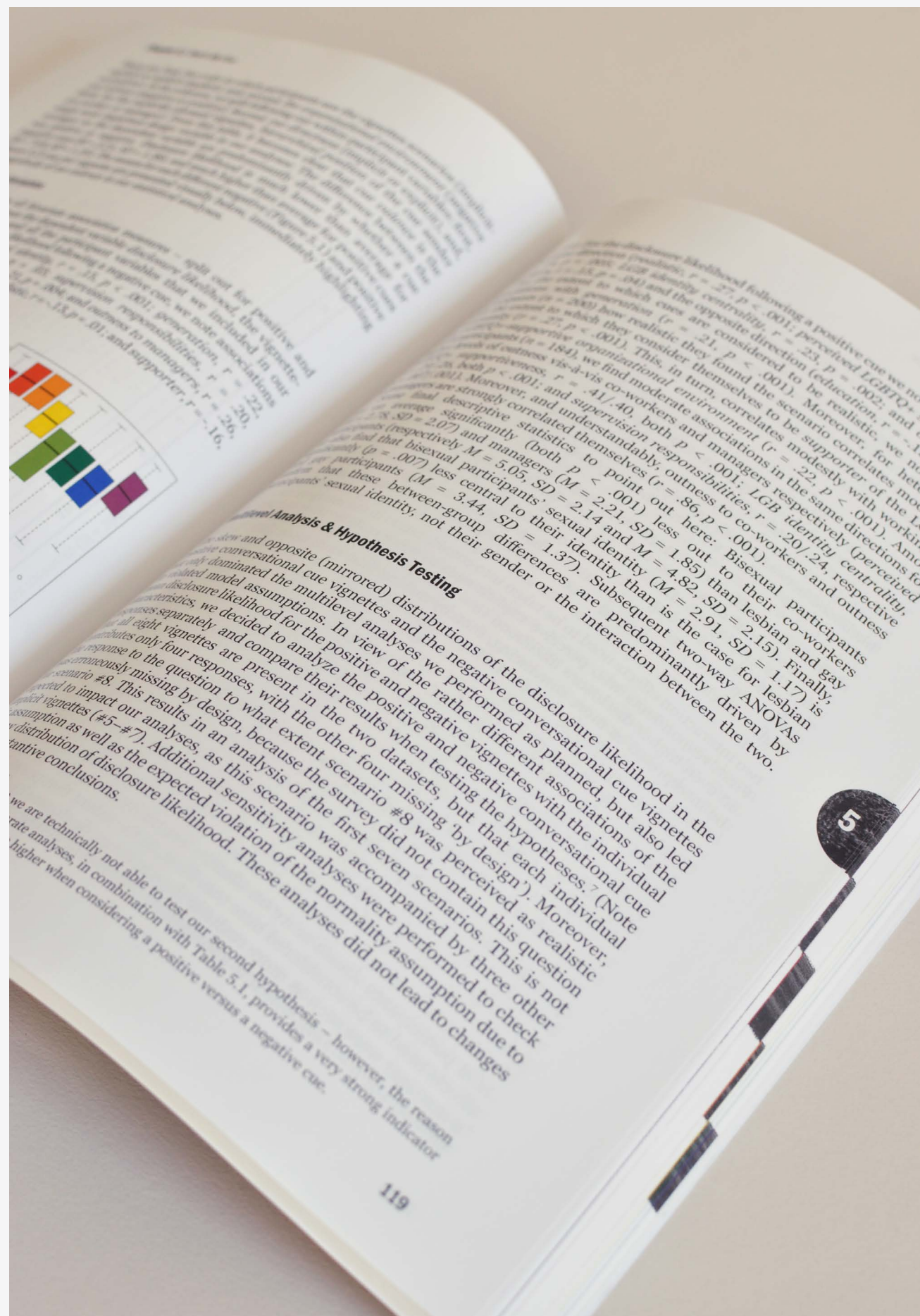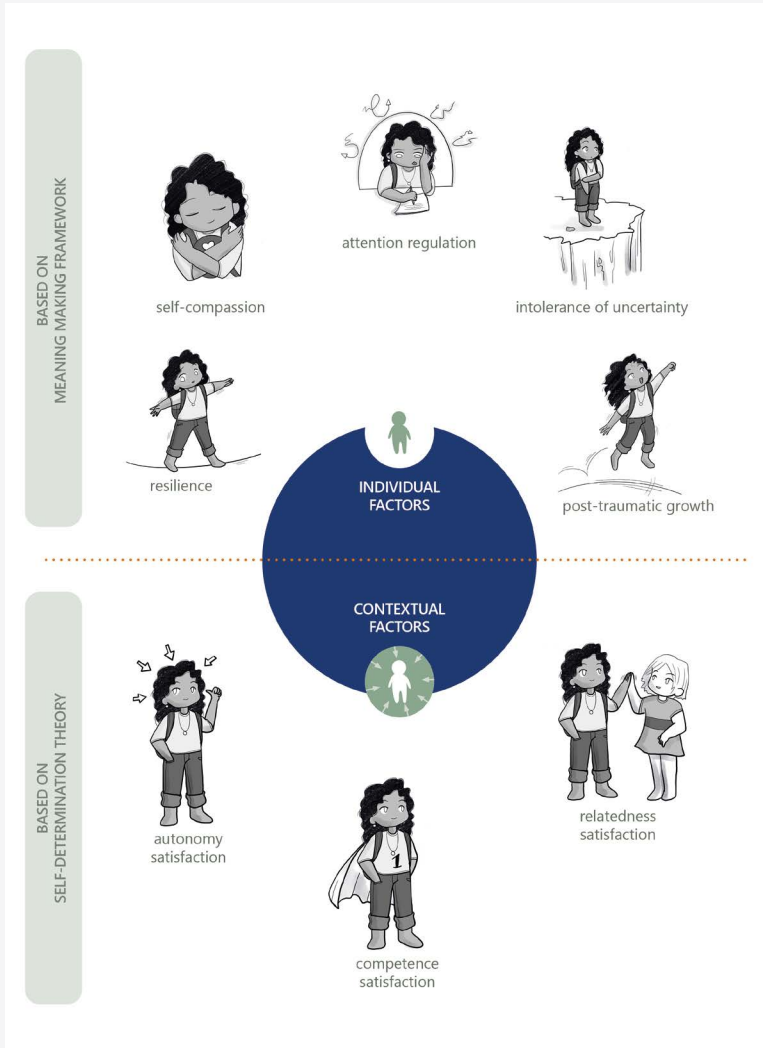
Type of work | Single illustrations/
visuals

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

Visualisations of reserachers, research
methods and study designs, and
research results

VISUALISING RESEARCHERS

VISUALISING RESEARCH THEORY

BASED ON
MEANING MAKING FRAMEWORK

self-compassion

attention regulation

intolerance of uncertainty

resilience

INDIVIDUAL
FACTORS

post-traumatic growth

BASED ON
SELF-DETERMINATION THEORY

CONTEXTUAL
FACTORS

autonomy
satisfaction

competence
satisfaction

relatedness
satisfaction

(a)

left visual field   right visual field

optic nerves

optic chiasm

optic tract

lateral geniculate
nucleus of thalamus

left visual
cortex

right visual
cortex

(b)

1. left-sided
homonymous hemianopia

2. left-sided
homonymous quadrantanopia

superior

inferior

3. left-sided homonymous hemianopia
with macular sparingmacular sparing

(c)   (d)

eye movement

unimpaired vision

right-sided complete homonymous hemianopia

(e)

loss of perception

Blur / Filling-in effect

VISUALISING RESEARCH RESULTS

RESEARCH &
PUBLISHING
INSTITUTIONS

Disconnect between
Research and Clinical Reality

CLINICAL
INSTITUTIONS

Challenges in Research
Accessibility

Use of Evidence in Daily Practice

Implementation of Evidence Generally

Institutional and Structural
Barriers to Interaction with and
Application fo Research Evidence

Research Credibility and
Transparency Concerns

Publishing Evidence

Lack of Opportunities
for Clinician-Researcher
Collaboration

Engaging with Research–
When, Why, and How

Conducting Research

Consumption of Evidence

CLINICAL
RESEARCH

CLINICAL
PRACTICE

lis.strations | Dr. Lisa Kiltz | lis.strations@gmail.com | www.lis-strations.com

VISUALISING RESEARCH METHODS
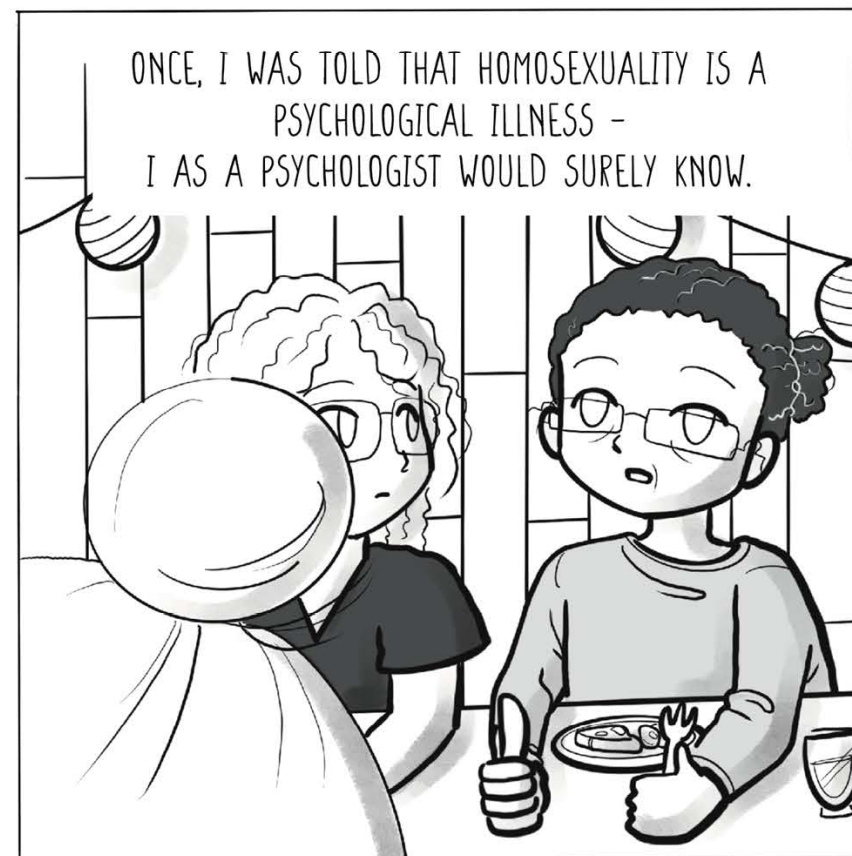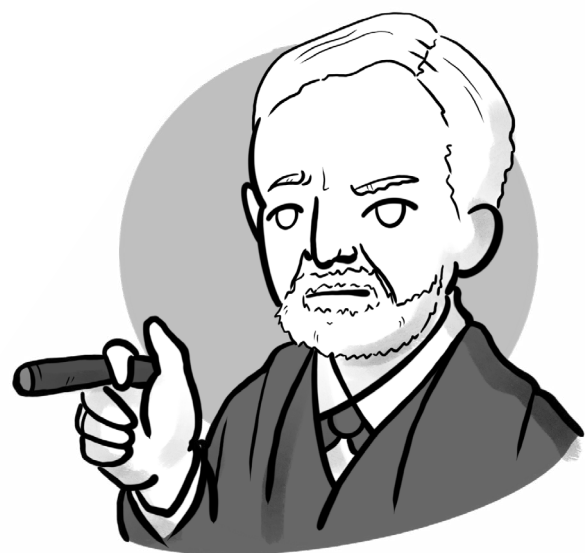
PSYCHOLOGY CARTOONS
(since 2020)

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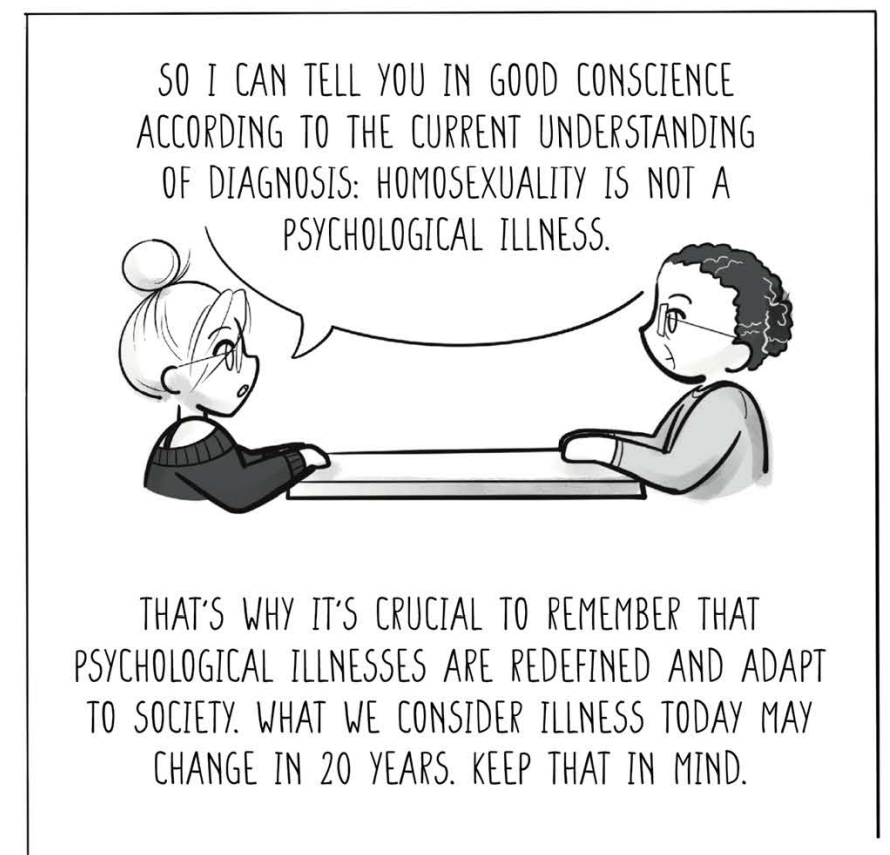
SO I CAN TELL YOU IN GOOD CONSCIENCE ACCORDING TO THE CURRENT UNDERSTANDING OF DIAGNOSIS: HOMOSEXUALITY IS NOT A PSYCHOLOGICAL ILLNESS.

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.
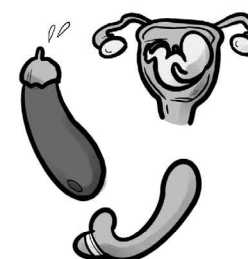
PSYCHOLOGY EXPLAINED: HYSTERIA

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 STATSTICIAL 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!"
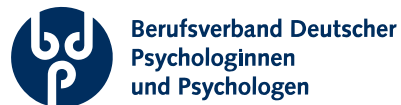
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References (selection)

Berufsverband deutscher Psychologinnen und Psychologen (bdp)

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University of Groningen (RUG/UG)

MoonWalker Verlag

Berufsverband Deutscher Psychologinnen und Psychologen

dpv Deutscher Psychologen Verlag GmbH

MoonWalker Verlag

PNN PROMOVENDI NETWERK NEDERLAND

rijksuniversiteit groningen