

# Pronouncing opinions about clients based on obsolete data sets: Minimally competent practice, unprofessional conduct, and/or malpractice?

Bob Uttl  
Mount Royal University

2023/06/25



# Ms. T, Employer, & Psychologists

- ▶ Obtained B.Ed. in 2000; taught from 2000 until May 10, 2010
- ▶ Her teaching was evaluated as "satisfactory" in 2009
- ▶ Psychological assessments by Drs. T, W, K, & S in 2010-2011
- ▶ Dr. W (paid by the employer) opined that Ms. T was not intelligent enough to be a teacher
- ▶ Dr. K (paid by Ms. T) opined that Ms. T can teach
- ▶ An "independent" Dr. S opined that Ms. T is "prevented" from teaching by her average cognitive abilities
- ▶ Filed BC Human Rights Complaint on March 1, 2016
- ▶ Terminated/dismissed on May 24, 2016
- ▶ Filed complaints against Drs. W, S, and M with the College of Alberta Psychologists (CAP) in 2021
- ▶ Further expert reports filed by Drs. W, S, and M, and by Drs. L and G
- ▶ Filed further complaints against Drs. W and S with the CAP
- ▶ Dr. Troy Janzen (the CAP) dismissed all complaints in Sep. 2022
- ▶ Ms. T appealed all of the dismissals to the Complaint Review Committee (CRC)

## Drs. M, W & S: Average IQ prevents Ms. T from teaching

In Oct. 2011, and Dec 2011, Dr. S, after he reviewed Dr. W's and Dr. K's assessments and reports, concluded:

*Dr. K's summary (page 9), that Ms. T's overall cognitive skills are average compared to similarly-aged Canadians, is correct.*

Despite the above, Drs. M, W, & S all opined that Ms. T's twice assessed average intelligence and cognitive abilities

- ▶ Were evidence of Ms. T's cognitive decline and mental disability
- ▶ Prevented Ms. T from performing her teaching duties

## Drs. W & S: Quotes

*It is the writer's [Dr. W's] opinion that Ms. T does not currently demonstrate the general learning ability, verbal aptitude, non-verbal abilities, non-verbal reasoning, attention, and insight required of an elementary school teacher. [Dr. W's Sep. 2010 Report]*

*In my [Dr. S'] opinion, Ms. T is prevented from performing her regular teaching duties... [Dr. S's Oct. 2010 & Dec. 2010 Report]*

## Drs. M, W & S: Average IQ prevents Ms. T from teaching

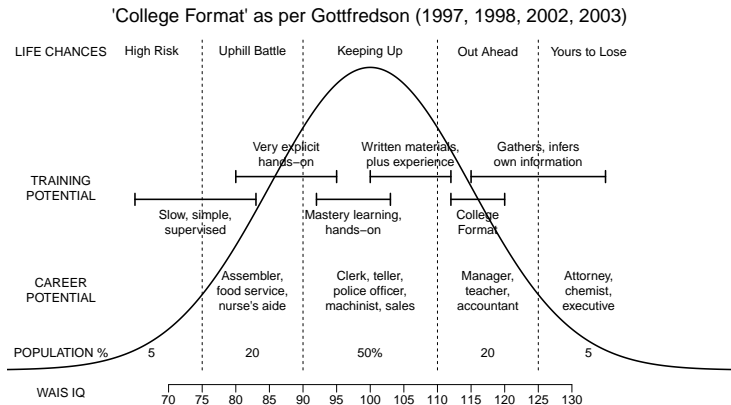
Drs. M, W, and S all relied on four obsolete data sets/"norms" on intelligence of university students/graduates and teachers:

- ▶ Gottfredson's Bell Curve of Life Chances and claim that "college format" WAIS (1955) IQs range from 113-120
- ▶ Gottfredson's Occupations Table and claim that teachers' average WAIS (1955) IQ is 113 (based on Wonderlic, 1992)
- ▶ Schmidt & Hunter (2004) General Classification Test (GCT) data from early 1940s showing that US "White enlisted men" who were previously "teachers" had average GCT scores of 122.8 (117.1 on IQ scale)
- ▶ USES GATB (DOL, 1970) data showing that university students completing their education degrees in 1950s had USES GATB average score of 114 (110.5 on IQ scale)

# Gottfredson's (1997) Bell Curve of Life Chances

Gottfredson (1997, 1998, 2002, 2003)

Gottfredson (1997) published a bell curve of life chances, training potential, and career potential according to one's WAIS (1955) IQ.



# Gottfredson's (2003) Occupations Table

Gottfredson (2003), based on Wonderlic (1992)

Percentile of median (among all adults)	Position applied for	WAIS IQ: 80	90	100	110	120	128	138	Training Potential
		WPT: 10	15	20	25	30	35	40	
91	Attorney								<b>WPT 28 and Over</b> Able to gather and synthesize information easily; can infer information and conclusions from on-the-job situations (IQ 115 and above)
	Research Analyst								
	Editor & Assistant								
88	Manager, Advertising								
	Chemist								
	Engineer								
	Executive								
86	Manager, Trainee								
	Systems Analyst								
	Auditor								
83	Copywriter								<b>WPT 26 TO 30</b> Above average individuals; can be trained with typical college format; able to learn much on their own; e.g. independent study or reading assignments (IQ 113-120)
	Accountant								
	Manager/Supervisor								
81	Manager, Sales								
	Programmer, Analyst								
	Teacher								
	Adjuster								
77	Manager, General								
	Purchasing Agent								
	Nurse, Registered								
70	Sales, Account Exec.								
	Administrative Asst.								

# Schmidt & Hunter's (2004) GCT Data

Originally from Harrell & Harrell (1945)

## SCHMIDT AND HUNTER

Table 1  
*Mean GCT Standard Scores, Standard Deviations, and Range of Scores of 18,782 AAF White Enlisted Men by Civilian Occupation (From Harrell & Harrell, 1945, pp. 231-232)*

Occupation	<i>N</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>	Range
Accountant	172	128.1	128.1	11.7	94-157
Lawyer	94	127.6	126.8	10.9	96-157
Engineer	39	126.6	125.8	11.7	100-151
Public-relations man	42	126.0	125.5	11.4	100-149
Auditor	62	125.9	125.5	11.2	98-151
Chemist	21	124.8	124.5	13.8	102-153
Reporter	45	124.5	125.7	11.7	100-157
Chief clerk	165	124.2	124.5	11.7	88-153
Teacher	256	122.8	123.7	12.8	76-155
Draftsman	153	122.0	121.7	12.8	74-155
Stenographer	147	121.0	121.4	12.5	66-151
Pharmacist	58	120.5	124.0	15.2	76-149
Tabulating-machine operator	140	120.1	119.8	13.3	80-151
Bookkeeper	272	120.0	119.7	13.1	70-157
Manager, sales	42	119.0	120.7	11.5	90-137
Purchasing agent	98	118.7	119.2	12.9	82-153
Manager, production	34	118.1	117.0	16.0	82-153
Photographer	95	117.6	119.8	13.9	66-147



# USES General Aptitude Test Battery (DOL, 1970)

Table 9-3. *CATB Data on Aptitudes for Specific Occupations—Continued.*

Occupation, Number of Cases and Criterion	Aptitudes			r	Occupation, Number of Cases and Criterion	Aptitudes			
	M	SD				M	SD	r	
403.—Continued	P	94	20	.30**	405.—Continued	F <sup>a</sup>	111	17	.24*
	Q	106	14	.38**		M <sup>b</sup>	87	19	.27*
	K	108	16	.30**	406. Telephone Ad-Taker,	G	105	12	.02
	F	94	20	.14	249.368	V	111	14	.02
	M	108	18	.25*	N = 60	N	104	14	.00
404. Teacher Elementary	G	118	13	.....	Supervisory ratings	S	100	16	-.06
School, 092.228	V	122	15	.....		P	99	18	-.06
Teacher, Secondary	N	110	13	.....		Q	120	19	-.05
School, 091.228	S	111	17	.....		K	113	14	.24
Validation sample	P	115	16	.....		F	98	18	-.03
N = 334	Q	115	15	.....		M	98	20	.01
Grade-point averages	K <sup>a</sup>	114	20	.....	407. Telephone-	G	98	14	.23
	F <sup>a</sup>	105	19	.....	Answering-Service	V	108	16	.09
	M <sup>a</sup>	88	19	.....	Operator, 235.862	N	95	13	.20
Cross Validation	G	111	13	.....	N = 59	S	92	15	.16
sample	V	110	13	.....	Supervisory ratings	P	100	16	.02
N = 263	N	110	13	.....		Q	110	17	.15
Grade-point averages	S	107	16	.....		K	107	15	.16
	P	111	16	.....		F	100	17	.12
	Q	117	14	.....		M	98	19	.08
	K	.....	.....	.....	408. Teller, 212.368	G	111	13	-.13
	F	.....	.....	.....	Validation sample	V	110	12	.26
	M	.....	.....	.....	N = 50	N	110	14	-.08
Combined sample	G	114	13	.....	Supervisory ratings	S	107	19	-.10
N = 497	V	116	15	.....		P	114	16	.14
	N	110	13	.....		Q	120	13	.11
	S	109	17	.....		K	114	13	.09
	P	113	16	.....		F	107	19	.44**
	Q	116	15	.....		M	101	17	.16
	K	.....	.....	.....	Cross Validation	G	106	13	.13
	F	.....	.....	.....	sample	V	109	12	.05
	M	.....	.....	.....	N = 50	N	104	16	-.03
405. Teacher, Nursery	G	104	11	.46**	Supervisory ratings	S	103	19	.31*
School, 359.878	V	111	12	.41**		P	113	16	.35*
N = 83	N	98	13	.34**		Q	116	15	.21
Grade-point averages	S	104	13	.29*		K	113	17	.18
	P	112	14	.28**		F	107	18	.24
	Q	111	14	.20		M	109	20	.00
	K	111	16	.33**					

\*Significant at the .05 level.  
 \*\*Significant at the .01 level.  
<sup>a</sup>N = 25.  
<sup>b</sup>N = 32.  
<sup>c</sup>N = 32.

Table 9-3 puts "teachers" G at 114 on USES GATB

"Teachers" were not actually any teachers but students in the final year of their B. Ed. studies in 1950s.

In 1950s, a small percentage of teachers had B.Ed. degrees.

# Dr. M's Reliance on USES GATB

Dr. M 's letter to the CAP, dated March 29, 2021

"The manual for the General Aptitude Test Battery (1979) provided a table (9.3) titled "GATB Data on Aptitudes for Specific Occupations". The table is 70 pages long and provides objective data on 446 occupations, including teacher (#404, page 170). Three sets of data for both elementary and high school teachers are provided: an initial validation sample (N=234); a cross validation sample (N=263), and a combined sample (N=497). Table 9.3 in the GATB manual shows that the mean scores on G (general learning ability – equivalent to FSIQ) were 118 (SD = 13) in the initial validation sample; 111 (SD = 13) in the cross validation sample, and 114 (SD = 13) for the combined sample...

...

The field testing with the GATB, included in Table 9.3 of the GATB manual, provided aptitude scores for teachers based upon a sample of 497 university seniors in Education programs. This found that the average score on G for the combined sample was 114 (SD=13). Ms. T's score on this measure was 83, more than 2 SDs below the mean."

# Dr. W's Reliance on USES GATB

Dr. W 's letter to the CAP, dated March 29, 2021

" Upon review of the GATB manual, which I located in the [REDACTED] test library and is the same manual used by Dr. M in my training when I joined the firm, I can confirm that the GATB was normed on a sample of 234 elementary and secondary school teachers - the average G was 118 with a standard deviation of 13. A cross validation sample of 263 elementary and secondary school teachers indicated the average G to be 111 with a standard deviation of 13. Ms. T's score on the G scale of the GATB was 83, over 2 standard deviations below the normative sample average. [REDACTED] Ms. T assert in [REDACTED] complaint that the GATB was not normed on actual workers. The GATB manual indicates otherwise and in fact was in part normed on a sample of teachers as reported on page 170. A copy of the relevant excerpt of the GATB Manual is appended as Appendix F."

# Dr. S Reliance on USES GATB

Dr. S ' letter to the CAPs, May 24, 2021

"She [Ms. T] further alleges that I then knew that no such comparisons were possible because, "no one actually administered GATB to any such actual workers in Ms. T's occupation," and that Nelson Canada had told me so.

This is incorrect, and disingenuous. **As detailed in Sections III and IV of the Canadian edition of the GATB** [emphasis added], many occupations – including elementary and secondary school teachers – were studied extensively when the GATB was developed. Table 9-3 (below) shows data from the 234 elementary and secondary school teachers who participated in an initial validation, and another 263 teachers who participated in a cross-validation study. Thus, GATB scores for teachers are based on a total sample of 497 teachers."

# Dr. S Reliance on USES GATB

Dr. S ' expert opinion letter to the BCHRT, Sep. 27, 2021

"8.2.5. Dr. W, I, and others who conduct vocational and fitness-for-duty assessments use the GATB to determine aptitudes, and compare them to existing occupational data. The aptitude figures for elementary school teachers (NOC 4142) originated with 497 seniors in university education programs who participated in the initial and cross validation for this group. The data are in Table 9-3 of Section III (page 170) of the manual for the General Aptitude Test Battery (GATB), and reproduced below.

8.2.6. Table 9-3 shows that the mean ("M") scores on G were 118 (with a standard deviation (SD) of 13) in the initial validation sample, 111 (SD 13) in the cross-validation sample, and 114 (SD 13) for the combined sample of 497.

8.2.6.1. Ms. T's score of 83 in Dr. W's 2010 assessment was more than 2 standard deviations below this average, at approximately the 0.9 percentile of this sample of nearly 500 prospective teachers."

# Some Key Facts Re GATB

Drs. M, W, and S located a wrong test manual

- ▶ There are two different GATB tests
  - ▶ USES GATB (DOL, 1970) normed on US working population in 1940s/1950s
  - ▶ GATB CDN (Nelson, 1986) revised and normed on Canadian working population
- ▶ Ms. T was administered GATB CDN in 2010
- ▶ GATB CDN was never normed on any teachers
- ▶ Nelson Canada wrote to Dr. S back in April/May 2010 that GATB CDN was used "based on the (single set) of Canadian General Working population norms."
- ▶ Table 9-3 relied on by Drs M, W, and S is from USES GATB
- ▶ Drs. M, W, and S all located **a wrong test manual**
  - ▶ USES GATB (DOL, 1970) is freely available  
<https://eric.ed.gov/?id=ED164579>

# USES GATB vs. GATB CDN Are Different

USES GATB vs. GATB CDN Title Pages Are Different Too

ED164579

1970

Manual for the  
USES

## General Aptitude Test Battery

Section III:  
DEVELOPMENT

UNITED STATES DEPARTMENT OF LABOR  
MANPOWER ADMINISTRATION  
Washington, D.C. 20210

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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TM 008 001  
ERIC

CANADIAN EDITION

1986 Edition

Manual for the

## General Aptitude Test Battery

Section I:  
Administration and Scoring

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Published by Nelson Canada, a Division of International Thomson Limited,  
1120 Birchmount Road, Scarborough, Ontario M1V 5G4, in association with the Canada Employment and Immigration Commission and the Canadian Government Publishing Centre, Supply and Services Canada.

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3 456789 10 11 12 OF 98765432109

ISBN 17-602285-1

# How many licenced psychologists does it take to locate a correct test manual?

At least six! The first three located the wrong one, the next two [the CAP Deputy Registrar & the investigator] did not try to locate any, and it is still unknown how many more it will take!

Notably, the investigator, Dr. Bob Acton, Falcongate Ltd, stated clearly in one of his investigation reports that he and his colleagues lacked expertise in the area. Verbatim, Dr. Acton wrote:

*This investigation did not acquire any new information pertaining to Dr. W's use of the WAIS-R [sic], the GATB, or the MMPI-R [sic].*

*These statistics and psychometric arguments along with the appropriateness of the test usage and interpretation is a highly complex and divisive issue that has been in both the academic literature and before the courts. An analysis of this complex issue is beyond expertise of this investigation.*



# Drs. M, W, and S Failure to Rely On More Current Data

Canadian university students scored just like Ms. T

- ▶ Yeasting (1996) tested Lakehead U. students with GATB CDN
- ▶ Ms. T 's scores were similar to the means of Lakehead U. students

<b>Aptitude</b>	<b>Lakehead U.</b>	<b>Ms. T</b>
G	90.94	89
V	90.34	98
N	87.22	81

Yeasting (1996) is freely available:

<https://knowledgecommons.lakeheadu.ca/handle/2453/2444>

# Schmidt & Hunter's (2004) GCT Data

Originally from Harrell & Harrell (1945)

## SCHMIDT AND HUNTER

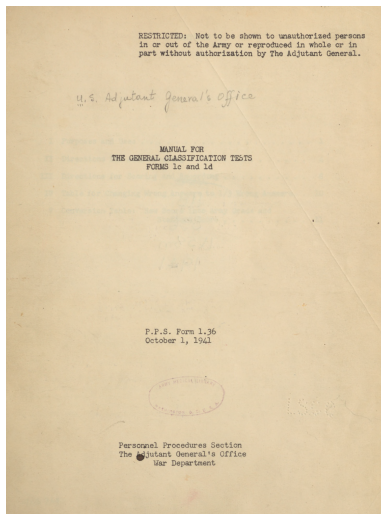
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# General Classification Test (US Adjutant General, 1941)

Essentials (see <https://collections.nlm.nih.gov/ext/dw/14030550R/PDF/14030550R.pdf>)

- ▶ A brief intelligence test
- ▶ Standardized on US Army enlisted men prior to 1941 (World War II)
- ▶ Standardized with  $M = 100$  and  $SD = 20$
- ▶  $GCT = 122.8$  is equivalent to  $IQ = 117.1$



# Dr. M relied on GCT data in Schmidt & Hunter (2004)

Dr. M 's letter to the CAP, dated March 29, 2021

"Beyond the data provided by Gottfredson, there is also empirical data about the intellectual abilities of teachers provided by a paper by Schmidt & Hunter, which is reproduced here.

This data (N=256) shows that mean GMA for teachers (measured with military's General Classification Test; meant to approximate GMA) was 122.8 (SD = 12.8), just below the scores for other professional occupations such as chemist, auditor, and engineer, and clearly above average."

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Dr. W's expert report to the BCHRT, dated Sep. 21, 2021

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**The data (N=256) shows that mean intelligence for teachers (measured with the military's General Classification Test) was 122.8 with a standard deviation of 12.8, just below the scores for other professional occupations such as chemist, auditor, and engineer, and clearly above average."**

# Gottfredson's (2003) Occupations Table

Gottfredson (2003), based on Wonderlic (1992)

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	Teacher								
	Adjuster								
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	Purchasing Agent								
	Nurse, Registered								
	Sales, Account Exec.								
70	Administrative Asst.								

# Dr. M relied on Gottfredson's (2003) Occupations Table

Dr. M's letter to the CAP, March 29, 2021

"The table below, which is extracted from a book chapter by Dr. Linda Gottfredson, show that on average teachers' general cognitive ability is above average, equivalent to an IQ score of 111 (77th percentile)."

# Dr. W. relied on Gottfredson's (2003) Occupations Table

Dr. W's expert report to the BCHRT, dated Sep 21, 2021

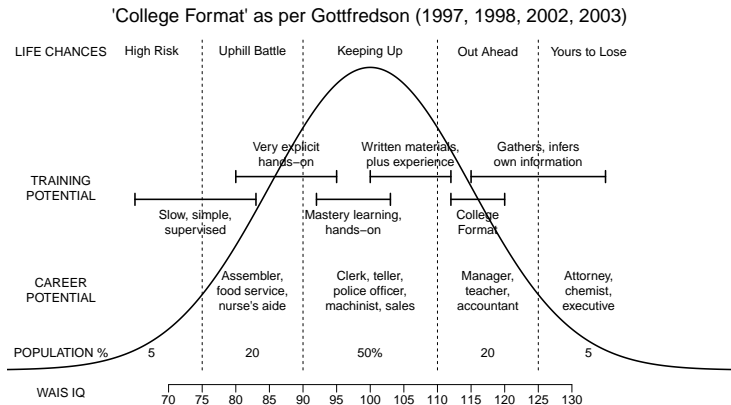
**"The table below, which is extracted from a book chapter by Dr. Linda Gottfredson, show that on average teachers' general cognitive ability is above average, estimated at 81st percentile and equivalent to an IQ score of 113."**



# Gottfredson's (1997) Bell Curve of Life Chances

Gottfredson (1997, 1998, 2002, 2003)

Gottfredson (1997) published a bell curve of life chances, training potential, and career potential according to one's WAIS (1955) IQ.



# Dr. M relied on Gottfredson's Figure

Dr. M 's letter to the CAP, dated March 29, 2021

“... Note that teachers' intellectual abilities are lumped with those of accountants and managers and clearly fall within the above average range (IQ 110-120).”

“...Extrapolating from this [Gottfredson's data], an IQ score of 86 (Ms. T's score on the WAIS-IV Canadian Edition [while physically unwell and vomiting] falls at the 3rd percentile as compared with other teachers...”

# Drs. M, W, & S: Flynn Effect Does Not Apply

From Drs. M, W, & S united response to the CAP, November 18, 2021

*The Flynn effect does not apply to Ms. T's assessment because we used contemporary, not outdated test materials and norms...*

# APA Code of Ethics

## APA Ethical Principles of Psychologists and Code of Conduct (2018)

### 9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

# CPBC Code of Conduct

College of Psychologists of British Columbia Code of Conduct (2009)

## 11.21 Obsolete/outdated results/tests

A registrant must not base his or her assessment or intervention decisions or recommendations on

- (a) data or test results that are outdated for the current purpose,
- or
- (b) tests and measures that are obsolete and not applicable to the current purpose.

# CAP Practice Guidelines

## CAP Practice Guidelines: Psychological Assessment and Testing (2021)

### Selecting and Administering Tests

#### Currency

Psychologists should use the most current edition of the test and norms unless there is compelling rationale to use a previous edition. Generally, it is expected that psychologists will adopt and use the current edition of a test for clinical use within one year of the release date. It would generally be considered poor practice to use tests beyond two years after a new edition has been available...

## Minimally Competent, Unprofessional, or Malpractice?

- ▶ Drs. directly compared WAIS-IV CDN (2008) IQ to the mean WAIS (1955) IQs of some teachers somewhere as if the scores on the two tests were equivalent.
- ▶ Drs. directly compared WAIS-IV CDN (2008) IQ to the mean GCT (1941) scores of some teachers – White enlisted men in US Army in 1940s – as if the scores on the two tests were equivalent.
- ▶ Drs. directly compared GATB CDN (1986) Standard Scores to the mean USES GATB (1970) scores of some university students in education departments in 1950s as if the scores on the two tests were equivalent.
- ▶ Drs. relied on Gottfredson's Occupation Table to claim that teachers have above average IQ of 113 and that Ms. T's IQ did not meet minimum requirements for performing her teaching duties.
- ▶ Drs. relied on Gottfredson's data to claim that university students have above average IQ and that Ms. T's IQ declined from her previous above average IQ.

# Are Clinical Psychologists Science Practitioners?

Dr. W wrote:

*Importantly, different psychologists are allowed to arrive at different opinions. A different opinion does not suggest one psychologist breached standards of practice or acted incompetently. There is an endless wealth of literature in psychology, and different professionals will have access to different resources and will rely on different studies in arriving at their opinions. Different professionals will also use different testing instruments and may arrive at different results depending on different testing conditions. Professionals also have varied levels of training and experience, which will also inform the opinion at which they objectively arrive.*



Thank you!

Presented at the meeting of Canadian Psychological Association,  
Toronto, Ontario, Canada, June 25, 2023 (conversation  
session/ethics stream).

Email: [uttlbob@gmail.com](mailto:uttlbob@gmail.com)

More info about Ms. T's case is available at [sd5bc.info](http://sd5bc.info)