
Introduction:
• To perform an ultrasound examination a combination of large and small movements are used to move and manipulate the transducer
• Psychomotor skills must first be taught and then learned
• Skill demonstration does not enable visualisation the small movements
• Physical guidance and coaching is one teaching approach which can communicate these movements to the learner
• There is little research about this teaching approach

Objective:
To report on the use of physical guidance to teach scanning skills by Australian sonographers

Method:
• 3151 sonographers
• Census sampling approach
• A purposefully developed survey instrument was used to measure sonographer skill teaching perceptions and behaviours

Results
• 592 responses were received (19%)
• 78% female (median age 46 +/-9 years) performed wide range scans
• 92% (n=478/519) provided verbal/physical guidance and coaching when teaching scanning skills
• 65% (n=313/486) used physical guidance to teach or correct scanning skills
• ONLY 51% (n=244/482) reported that they provided in-task feedback

Conclusion
• Guidance and coaching are important pedagogical approaches to communicate the transducer movements needed to scan an organ.
• Physical guidance is a form and type of in-task feedback.
• Two uses: error correction or during the initial stages of skill acquisition must be tapered.