



Romanian International Conference for Education & Research

ENHANCE ON CLINICAL EDUCATION FOR NURSING STUDENTS WITH VIDEOS:

A REVIEW OF THE LITERATURE

ABSTRACT

Background:

Clinical education is the cornerstone of nursing education, essential to equipping students with the skills, knowledge, and attitudes required for professional practice. However, challenges such as limited clinical placement opportunities, varying levels of instructor support, and increasing student enrollment have necessitated the consideration of alternative or complementary teaching methods. One such method that is gaining prominence is video-based learning.

With the proliferation of digital educational tools and increased access to multimedia content, video-based learning has emerged as a means to enhance clinical education by **providing flexible, consistent, and engaging instructional experiences**. This review aims to explore and synthesize the existing literature on video-based learning in clinical nursing education. The review focuses on the effectiveness of video resources in supporting clinical competency development and addresses the benefits and limitations associated with this educational approach.

The increasingly complex clinical environment and limitations of traditional clinical placements have led nursing educators to explore innovative teaching methods. Video-based learning has emerged as a valuable tool to enhance clinical education by bridging the gap between theory and practice.

Research Objective:

This literature review aims to evaluate the effectiveness of video-based learning in clinical nursing education. Specifically, this review examines how video resources influence students' knowledge retention, skill development, critical thinking, engagement, and clinical preparation.

Methods:

A systematic search was conducted using databases such as PubMed, CINAHL, ERIC, and Scopus to locate peer-reviewed articles published between 2015 and 2025. Keywords included “nursing education,” “clinical training,” “video-based learning,” “video simulation,” and “educational technology.” Inclusion criteria focused on empirical studies involving undergraduate nursing students and the use of video tools for clinical learning.

Results:

Findings indicated that video-based learning enhances cognitive, motor, and affective learning domains. Videos improve **knowledge retention, support the development of clinical skills, promote critical thinking, and accommodate diverse learning styles**. However, challenges include ensuring high-quality video content, avoiding passive learning, and maintaining equity in access.



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Conclusion:

Video-based learning is a powerful supplement to traditional clinical education. When thoughtfully integrated, it enriches the educational experience and better prepares nursing students for safe and effective clinical practice. It should function alongside hands-on training and instructor-led activities to create a balanced educational approach.

Keywords: nursing education, clinical training, video-based learning, simulation, educational technology, skills development, student engagement