

Appendix B

Student Evaluation for Health Education

Student Information:

- Clinical Area: _____
- Student Name: _____
- Student ID: _____
- Subject Title: _____
- Evaluator Name: _____
- Total Grade: /100
- Date: _____

Evaluation Criteria & Mark Distribution

No	Criteria	Standard Met (3)	Almost Met (2)	Partially Met (1)	Not Met (0)
1	Professionalism & Appearance				
2	Relevance to Nursing & Community Health				
3	Appropriateness for Audience				
4	Content Organization & Flow				
5	Competency & Knowledge Base				
6	Vocabulary & Terminology				
7	Discussion Management				
8	Use of Audiovisual Aids				
9	Time Management				
10	Quality of Written Materials				
11	Evaluation of Health Education Process				

Total Score: (____ / 33) X100



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Date: 29/10/2025



Student Evaluation for Health Education Rubric

No	Criteria	Standard Met (3)	Almost Met (2)	Partially Met (1)	Not Met (0)
1	Professionalism & Appearance (CLO 4)	Maintains exemplary professional accountability and attire; acts as a role model and confidently defends ethical conduct during the session.	Professional attire and conduct; meets standard accountability expectations with minor grooming/prep issues.	Needs improvement in professional appearance, accountability, or preparation.	Unprofessional appearance, unprepared, or lacks ethical accountability.
2	Relevance to Nursing & Community Health (CLO 2)	Thoroughly assesses community needs and designs highly relevant, evidence-based health interventions directly applicable to the population.	Mostly relevant to assessed needs; applies standard nursing concepts with minor gaps in connection to the community.	Limited relevance to the assessed community health needs; needs improvement.	Topic lacks connection to nursing or the specific community's health needs.
3	Appropriateness for Audience (CLO 3)	Expertly adapts evidence-based strategies to perfectly match the target audience's health literacy, culture, and age level.	Mostly appropriate for the audience; standard strategies used with minor adjustments needed for cultural/literacy fit.	Some content is too advanced or too simple; struggles to adapt to the audience.	Content is completely inappropriate or inaccessible for the target audience.
4	Content Organization & Flow (CLO 2)	Designs a highly organized, logical progression of ideas; seamlessly adapts communication to transition smoothly between complex topics.	Mostly organized logical flow; standard communication used with minor structural issues.	Some disorganization; lacks smooth transitions or logical progression.	Disorganized, hard to follow, lacks a cohesive structure.
5	Competency & Knowledge Base (CLO 3)	Demonstrates advanced mastery of evidence-based practice; answers questions confidently and acts as a community health advocate.	Knowledgeable about standard practices, but exhibits minor gaps during questioning.	Shows basic understanding but struggles to answer audience questions accurately.	Lacks fundamental subject knowledge; provides incorrect health information.
6	Vocabulary & Terminology (CLO 4)	Adapts advanced professional terminology perfectly, ensuring complex concepts are easily understood by the community.	Uses correct terminology generally; minor errors in translating medical jargon for the public.	Uses some incorrect, unclear, or overly complex terms that confuse the audience.	Uses completely incorrect or inappropriate vocabulary.
7	Discussion Management (CLO 4)	Demonstrates advanced collaboration strategies; expertly engages stakeholders, leads discussions, and inspires community participation.	Encourages discussion and engages the audience adequately, but with minor gaps in management.	Struggles to maintain audience engagement or manage group dynamics.	No audience interaction; purely passive delivery.
8	Use of Audiovisual Aids (CLO 3)	Designs and implements highly engaging, evidence-based audiovisual aids that significantly elevate the educational impact.	Uses visuals effectively to support standard health education, with minor gaps in clarity.	Some visuals are unclear, distracting, or ineffective for the topic.	No audiovisual aids used, or aids are of very poor quality.
9	Time Management (CLO 4)	Demonstrates strong professional accountability by expertly pacing the session, allowing ample time for questions, and finishing exactly on time.	Mostly well-paced and finishes on time; minor delays or slightly rushed segments.	Poor time management; session is severely rushed or dragged out too long.	Major time issues; fails to cover material or severely overruns allotted time.
10	Quality of Written Materials (CLO 3)	Designs flawless, evidence-based written materials (brochures, handouts) that are highly professional and perfectly tailored to the audience.	Written materials are mostly clear and well-prepared; minor formatting or structural issues.	Materials contain some errors, lack clarity, or are slightly off-target for the audience.	Poorly written, unclear, disorganized, or completely lacking written materials.
11	Evaluation of Health Education Process (CLO 3)	Critically evaluates the session's effectiveness and independently proposes change initiatives to improve future community interventions.	Evaluates the basic effectiveness of the session but lacks depth or actionable insights.	Minimal evaluation conducted; lacks insight into the educational outcomes.	No evaluation of the health education process conducted.



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