

가

·
·
·

·
2 가 가
Fernand Lamaze , Robert Bradley , Grantley Dick-Read
·
1960 ,
가 가 1970
가 가
(Carrington, Loftman, Boucheer,
Irish, Piniatz, & Mitchell, 1994).
가
(Lamaze) ,
·
· , , , ,
· 가
가 ,
(O'Meara, 1993- a).

가

90

95%

가

가

가 70
90 (Carrington, Loftman, Boucher, Irish, Piniatz, & Mitchell, 1994).

가
가 100 2
가 ,

가
가 가 가
(Jeffers, 1993).

가 가 가
가 가
(Nichols & Humenick, 1988).

가 가 5-12
20-25 . 200
(O'Meara, 1993-b).

(O'meara, 1993-c).
가
가 가 가 가 가
(O'meara, 1993-c).

(Hallgren, Kihlgren, & Norberg, 1994).
가 가

(psychoeduca-tional) (Koehn, 1993).
가 , 가

ASPO(American Society for Psychoprophylaxis on Obstetrics)가 가

ICEA(International Childbirth Education Association)

(Bradley)

AAHC(American Academy of Husband-coached Childbirth)

(Bradley, 1995).

(Peterson & Peterson, 1993). 가 가 (transition)

가

21

가

Lumley & Brown(1993)

가

가

Finks, Hill, & Clark(1993)

6

가

가

가

가 가

가

6
1975 ; , 1987).

가

(Klusman,

가

(Huttel, 1972),
1987).

, ,

가

(Klusman, 1975 ; ,

가

,

가

(Klusman, 1975 ; , 1987).

Nichols(1995)가

가

가

가

가

가

가

1.

가

183

가

2

가

, 가

2.

SPSS pc

, t-

McNemar

1.

1)

74.3%가 25 29 , 35 < 1> . 27 ,
 65.6% , 가 31.15 가 . 2.2% . 가
 67.3% . 가 2.7 80.3%가
 가 , 8.7% 가 .
 70.2%가 , 26.8% . 가 가 가 90.2%가 ‘ ’
 , 가 165 .

< 1>

			±
	24	15	8.2
	25 29	136	74.3
	30 34	28	15.3
	35	4	2.2
		63	34.4
		33	18.0
		57	31.1
		26	14.2
		1	0.5
		3	1.6
		60	32.8
		111	60.7
		12	6.6
가	가	147	80.3
	가	36	19.7
		32	17.5
	()	151	82.5
		49	26.8
	,	134	73.2
		5	2.7
		165	90.2
		13	7.1
가	100	37	20.2
	101 150	60	32.8
	151 200	38	20.2
	201	48	26.2
		143	100

2)

< 2> . 85.8%가 , 2
 3.3% . 1 1 .
 15.8% , 0.22 , 가 4 (0.5%) .
 17 (9.2%) , 13 (7.1%) 1 , 3 (1.6%) 2 , 1 (0.5%) 3
 < 3>
 가 71.6% , 2.94 .
 44.3% 가 , , 38.8%가 ‘ 1 3
 , .

< 2>

	26	14.2
	157	85.8
	1	0.5
	182	99.5
	29	15.8
	154	84.2
	17	9.2
	166	90.8
	183	100.0

< 3>

	131	71.6
	52	28.4
	81	44.3
	39	21.3
	4	2.2
	52	28.4
	7	3.8
1 3	71	38.8
4 6	20	10.9
7	11	6.1
	81	44.2
	183	100.0

1)

2.

9 3 , < 4>
 .9 , , (,)
 가 가 ,
 , 가 , 가
 가 (, ,가 , ,
) (,)

3.

26.5% , 67.2%가
 (5). ‘ ’가 36.1% 가 , ‘
 ; ‘ / ‘ ,
 ’ 17% ‘ , 가
 84.2% 가 , ‘ 1%

< 4>

(Paired T test)

	±	±	T	p value
	1.51 ± 0.50	1.52 ± 0.50	-0.28	.78
	2.56 ± 0.70	2.38 ± 0.89	2.01	.04*
	2.96 ± 0.27	2.99 ± 0.09	-1.51	.13
	2.99 ± 0.61	2.78 ± 0.42	-10.43	.00**
	1.21 ± 0.41	1.26 ± 0.44	-0.93	.36
	2.32 ± 0.73	2.48 ± 0.73	-2.07	.04*
()	1.94 ± 0.59	2.09 ± 0.58	-3.27	.001**
()	2.04 ± 0.61	1.75 ± 0.55	5.22	.00**
가	2.38 ± 0.59	2.39 ± 0.57	-0.69	.49
9	2.13 ± 0.19	2.18 ± 0.23	-2.52	.01*

*P<.05 **P<.001

(6) 67.8% 가 , ,

< 5>

	54	29.5
	123	67.2
	6	3.3
/	66	36.1
	35	19.1
	11	6.6
	19	10.4
()	47	25.7
	5	2.7
/ 가	154	84.2
가	20	10.9
가	1	0.5
가	1	0.5
	2	1.1
	5	2.7
	183	100.0

< 6>

	26	14.2
	2	1.1
	124	67.8
	2	1.1
	21	11.5
	2	1.1
	6	3.3
	183	100.0

4.

가 < 7> .3
 2 75% ‘ 가
 3 1 , 1
 , 1 , 2 , 5 ‘
 ’ 가 가 (7).
 (, , 가 , ,) (, ,)

< 7>

가	3	1.6
	32	17.5
	140	76.5
	8	4.4
가	4	2.2
	31	16.9
	138	75.4
	10	5.5
1 : (1)	5	2.7
	130	71.0
	38	20.8
	10	5.5
1 : (2)	21	11.5
	135	73.8
	16	8.7
	11	6.0
1 : (3)	26	14.2
	131	71.6
	14	7.7
	12	6.6
2	30	16.4
	123	67.2
	13	7.1
	17	9.3
()	30	16.4
	112	61.2
	28	15.3
	13	7.1
	183	100.0

가 ‘ , , < 8> . 59%
 가 ‘ 88.5% 가 ‘
 , , 57.9% 가 ‘
 , , ‘ , 34.4% ‘

가 40.4% 가 (9). ()
 (, 가)
 (10). (, , 가 , ,)
) (,)

< 8>

	108	59.0	4	2.2
	59	32.2	162	88.5
	16	8.7	17	9.3
	25	13.7	26	14.2
	27	14.8	74	40.4
	106	57.9	63	34.4
	6	3.3	2	1.1
가	3	1.6	0	0.0
	16	8.7	18	9.8
	183	100.0	183	100.0

< 9>

(McNemer test)

N=160 chi - 97.23 p=.000

	(%)	(%)
	105(65.6)	2(1.3)
(%)		
	51(31.8)	2(1.3)
(%)		

< 10>

(McNemer test)

	(%)	(%)
	105(65.6)	2(1.3)
(%)		
	51(31.8)	2(1.3)
(%)		

N=160 chi - 39.20 p=.000

5.

가 (11) 가 104 가

< 1 1 >

가

가	14
	18
	33
	29
	75
	39
	52
	104
	74
	58
	65
	64

< 가 >

93.4%가 ‘ , (12)
 가
 1,2 가 25% 가 , 가 3.05 (13).
 가 78.1% , 25.2%
 (14).

< 12>

.	1	0.5
.	3	1.6
.	171	93.4
	8	4.4
	183	100.0

< 13>

가

			±
1	47	25.7	
2	47	25.7	
3	21	11.5	
4	18	9.8	
5	7	3.8	3.05 ± 2.18
6	11	6.0	
7	1	0.5	
8	16	8.7	
	15	8.2	
	183	100.0	

(2)

< 14 >

	143	78.1
	25	13.7
	15	8.2
가	36	25.2
	102	71.3
	5	3.5
	183	100.0

가 30 가 80.2%가
 가 가 , 가 ,
 가 가
 가 , 29%
 가 , 가 가
 가 , 가 (1996)
 가 가
 가 가
 가 2 2-3

1.

183 가 , 가 2

1) 27 , 가 , 가
 67.3% 가 2.7 , 80.3%가 가 , 가
 가 가 90.2%가 ' ' , 82.5%

- 2) 85.8%가 , 90.5%가
2.94 , 71.6%
가
- 3) 9
가
- 4) 가 67.2% ,
가 84.2% 가
- 5) 가 75% ,
- 6) 가 가 가 , , , ,
가 , ,

2.

- 가
- 가
- 가
- 1)
- 2) 가 가
- 3)
- 4)
- 5)

< >

1. (1987). 가, , 17(1), 52-63.
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- Abstract -

Key concept : educational need of of pregnant women, effect of childbirth class.

The Evaluation of Childbirth Class and Eductional Need of Pregnant Women

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Young Im Kim : Associate Professor, Department of Health Science, Korea National Open University

Yeon Hwan Park : Doctoral, Department of Nursing, Graduate School, Seoul National University.

This study was conducted to identify the educational need of pregnant women, and to evaluate the effect of the 2-hour childbirth class provided by researchers.

The subjects were composed of 183 pregnant women who participated voluntarily in the 2-hour childbirth class, and the data were collected by self reporting structured questionnaire designed by researchers.

The data were analyzed with descriptive statistics, paired t test, and McNemar test by SPSS pc program. The results were as follows ;

1. Mean age of th subjects was 27 and most subjects graduated from the high school and the college. 80.3% of the subjects had nuclear family. 82.5% of the subjects were full time housewives.

2. 85.8% of the subjects were nullipara. Though 71.6% of the subjects might have antepartal care in the clinic, 67.2% of the subjects had no chance to participate in the childbirth class before this study.

3. Subject's health and lifestyle, especially related to eating habits, were changed in the antepartum period. We found that the pregnancy affected positively on health and lifestyle of the women. Over 75% of the subjects became to understand the progress of labor, breath methods during the labor, and perineal exercise. Most subjects changed to think that they could control their body more actively and positively during the labor after participating in the childbirth class. 93.4% answered that 'childbirth class was necessary and important'. Most subjects wanted to be taught the contents, such as postpartum care, breast feeding, and infant care in the childbirth class.

In conclusion, pregnant women to attend the childbirth educational program with their husband, and the 2-hour childbirth class provided by the researchers very effective in many aspects. Therefore we anticipated that the childbirth class on basis of pregnant women's needs will contribute to improvement of pregnant women's health and well-being during the labor.