



Offshore Norge Training curriculum

Basic first aid course

Version no: 4

Date: 24 February 2025

FOREWORD

This training curriculum has been compiled for course providers approved by Offshore Norge to provide the basic first aid course.

The training is intended to provide competence with the emergency preparedness function concerning first aid.

In this context, competence means *the ability to perform tasks and master complex challenges*.

The contact for this training curriculum in Offshore Norge is the manager, expertise development.

Offshore Norge training curricula are owned by Offshore Norge.

See [Offshore Norge 002 Recommended guidelines for safety and emergency preparedness training](#) and requirements for safety and emergency response training.

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1 INTRODUCTION

1.1 Purpose

This training curriculum describes requirements for the content and execution of the basic first aid course.

The training is designed to provide competence on:

- organisation of emergency preparedness
- introduction to first aid
- airways and breathing
- circulatory failure and fluid therapy
- level of consciousness and acute medical conditions
- cardiopulmonary resuscitation (CPR)
- trauma patients (ABCDE)
- hypothermia, burns, caustic injuries and electric shock

1.2 Learning outcomes

After completing the training, the participant must be able to:

- perform basic life-saving first aid in the event of serious injury or illness
- assist medical personnel in the examination and treatment of patients

1.3 Target group

The target group for the training is personnel who are to function as members of a first-aid team.

2 CONTENT

2.1 Parameters for conducting the course

Teaching at the course centres must reflect a good safety culture.

Theory: one instructor per 24 course participants.

Practical exercises: one instructor per six course participants.

Duration of the course is five days.

- One course day is eight hours with a minimum of six hours of effective training
- One hour is 60 minutes

A minimum of 24 hours of practical exercises.

During practical exercises, the challenges and degree of difficulty must be increased in line with the rising level of mastery.

During practical exercises, the instructor will observe the participants and give immediate feedback, and time must be allotted for feedback and guidance after the exercise is over.

2.2 Teaching materials

Teaching materials used during the course must be tailored to the competence objectives specified in this training curriculum.

2.3 Prior knowledge

Basic safety and emergency preparedness course.

2.4 Facilities and equipment

The training can be conducted through classroom teaching, e-learning, simulator use and use of other appropriate facilities and equipment.

An automated external defibrillator (AED) is necessary equipment.

2.5 Instructor expertise and markers (role players)

CPR AED instructor (Norwegian Resuscitation Council). Minimum competence at the level of the first responder system and necessary experience in emergency medicine. Markers (role players) are given Instructions that ensure realistic exercises and learning outcomes.

2.6 Training curriculum

Participants must be given an introduction before the course starts which reviews the purpose of the course, assessments, the timetable and safety measures.

See the training curriculum set out in table 1 below.

Table 1: Training curriculum

Topic 1.0 ORGANISATION OF EMERGENCY PREPAREDNESS				
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
1.1 Outline a typical emergency response organisation	The participant must be able to outline: <ul style="list-style-type: none"> the structure of an emergency response organisation and explain the first-aider's tasks in this organisation the purpose of the chains of command in an emergency response organisation other emergency response teams on the facility, their role and their responsibilities 	Theory lesson(s)	Classroom E-learning	
1.2 Outline the commonest behavioural patterns in emergencies, and which factors influence these	The participant must be able to outline: <ul style="list-style-type: none"> the commonest behavioural patterns in an emergency examples of stress factors which could influence their own level of performance and that of others measures for mastering their own stress 	Theory lesson(s) Practical exercises	Classroom E-learning	
1.3 Outline terms and expressions related to emergency response	The participant must be able to outline, <ul style="list-style-type: none"> defined situations of hazards and accidents (DSHA) performance requirements support functions (e.g. SAR service and 2nd line) duty of confidentiality 	Theory lesson(s)	Classroom E-learning	

Topic	2.0 INTRODUCTION TO FIRST AID				
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
2.1 Outline the abbreviation ABCDE		The participant must be able to outline: A- airway B- breathing C- circulation D- disability E- exposure	Theory lesson(s)	Course premises E-learning	
2.2 Deal with normal stress reactions in an emergency		The participant must be able to look after the patient in an emotional acute condition: <ul style="list-style-type: none">reassure, calm, secure, listen, inform matter-of-factly and activate the patient The participant must be able to describe the commonest reactions: inhibition, paralysis, apathy, hyperactivity, impulsive actions, panic <ul style="list-style-type: none">physical stress reactions (palpitation, dry mouth (xerostomia), nausea)mental stress reactions (anxiety, anger, panic, apathy)	Theory lesson(s) Practical exercises	Classroom E-learning	

Topic	2.0 INTRODUCTION TO FIRST AID				
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
2.3 Describe basic management of a mentally unstable person		<p>The participant must be able to describe the most common symptoms for mentally unstable person:</p> <ul style="list-style-type: none">• changed behaviour• hallucinations and delusions• restlessness, aggressiveness and anxiety• suicidal thoughts <p>The participant must be able to assist the nurse:</p> <ul style="list-style-type: none">• never handle the situation alone• speak calmly, avoid appearing threatening, be aware of body language• calm the situation• move away if the situation feels threatening• find and prepare medication if relevant	Practical exercises	Classroom	
2.4 Describe the organisation of the acute medical emergency response		<p>The participant must be able to describe:</p> <ul style="list-style-type: none">• the Norwegian Radio Medico service• duty doctor (first line)• the search and rescue (SAR) service	Theory lesson(s)	Classroom E-learning	
2.5 Describe acute medical treatment protocols		<p>The participant must be able to describe:</p> <ul style="list-style-type: none">• purpose and content	Theory lesson(s)	Classroom E-learning	The companies acute medical treatment protocols

Topic		2.0 INTRODUCTION TO FIRST AID			
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
2.6 Use the patient monitoring form		The participant must be able to: <ul style="list-style-type: none"> keep Vitalia and treatment measures in various examples of patient monitoring form understand the purpose of patient monitoring form 	Practical exercises	Course premises	
2.7 Communicate effectively within the team		The participant must use affirmative communication and practice this in exercises in the course.	Practical exercises	Classroom Course premises	
2.8 Describe the principles for establishing an emergency hospital		The participant must be able to describe: <ul style="list-style-type: none"> establishment equipment criteria for establishing an emergency hospital 	Theory lesson(s)	Classroom E-learning	
2.9 Describe materials and equipment carried by nurses and first aid team		The participant must be able to describe: <ul style="list-style-type: none"> give examples of materials and equipment carried by nurses and first aid team to the patient 	Practical exercises Demonstration	Classroom Course premises	

Topic	3.0 AIRWAYS AND BREATHING				
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
3.1 Demonstrate securing a free airway (A)		Through a practical exercise, the participant must be able to: <ul style="list-style-type: none">• establish and maintain free airways (chin lift, pistol grip)• remove possible foreign bodies/obstructions Practical exercise where the patient: <ul style="list-style-type: none">• is difficult to access• is in the recovery position• is unconscious with vomit in the airways (aspiration)• vomits while free airway is being established	Practical exercise Demonstration	Course premises	Norwegian Resuscitation Council (NRR)
3.2 Use the technique for removing foreign bodies (A)		The participant must be able to: <ul style="list-style-type: none">• recognise foreign bodies• perform abdominal thrusts and back blows The participant must be able to simulate the removal of foreign bodies from a: <ul style="list-style-type: none">• conscious person with breathing difficulty (coughing)• conscious person choking (back blows, abdominal thrust/Heimlich manoeuvre)• unconscious person (CPR)	Theory lesson(s) Practical exercise	Classroom Course premises	NRR

Topic	3.0 AIRWAYS AND BREATHING				
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
3.3 Respiratory assessment (B)	The participant must be able to describe normal breathing, frequency and depth. Through a practical exercise, the participant must be able to demonstrate relevant observations (look, listen and feel for general signs of respiratory distress – cyanosis, thoracic stability, laboured breathing). The participant must be able to monitor and report changes to the nurse.	Theory lesson(s) Practical exercises	Classroom Course premises	NRR	
3.4 Perform assisted ventilation (B)	The participant must be able to: <ul style="list-style-type: none">• demonstrate ventilation of the patient (manikin) using the mouth-to-mouth method and a pocket mask• describe equipment: mask/ bag, tracheal tube, laryngeal tube, I-Gel tube• assist medical personnel with the use of the equipment	Practical exercises Demonstration	Classroom Course premises	NRR	
3.5 Assist with oxygen treatment (B)	The participant must be able to: <ul style="list-style-type: none">• describe Indication for oxygen therapy• locate O₂ glasses, nasal catheter and mask• handle oxygen in a safe manner• use pulse oxymeters and know at least two reasons for possible error display• describe normal values for when O₂ is not needed	Theory lesson(s) Practical exercises Demonstration	Classroom Course premises	Norwegian electronic medical handbook Norwegian handbook of emergency medicine	
3.6 Describe the most important reasons for and symptoms of respiratory distress (B)	The participant must be able to describe: <ul style="list-style-type: none">• a punctured lung (pneumothorax)• medical conditions which threaten breathing	Theory lesson(s) Demonstration	Plenary/ group sessions	Norwegian electronic medical handbook Norwegian handbook of emergency medicine	

Topic	4.0 CIRCULATORY FAILURE AND FLUID THERAPY			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
4.1 Describe causes and symptoms of circulatory failure at a basic level	The participant must be able to describe: <ul style="list-style-type: none">causes and symptoms of circulatory failure<ul style="list-style-type: none">bleedingheart failureanaphylaxisneurological	Theory lesson(s)	Classroom E-learning	
4.2 Perform clinical assessments	The participant must know how to: <ul style="list-style-type: none">check the respiratory ratelocate and check the pulse, carotid artery and wristmeasure blood pressureassess anxiety, agitation or reduced consciousnessmonitor and report changes to the nurse	Practical exercises	Classroom Group sessions	
4.3 Halt external haemorrhage	The participant must know how to: <ul style="list-style-type: none">apply a pressure dressing to an external haemorrhagedescribe hazard elements and recognized recommendations when using tourniquet	Practical exercises Demonstration	Classroom Group sessions	
4.4 Assist in establishing intravenous access and administering fluid therapy	The participant must know how to: <ul style="list-style-type: none">describe and locate relevant equipmentassist the medical personnel in inserting a peripheral venous cannula, Intraosseous needle and providing fluid therapyheat liquid	Practical exercises Demonstration	Classroom Group sessions	

Topic	5.0 LEVEL OF CONSCIOUSNESS AND ACUTE MEDICAL CONDITIONS				
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
5.1 Conduct a primary assessment: ABCD		The participant shall be shown/ demonstrated and independently conduct a primary assessment based on the ABCDE Approach.	Course participants present/ demonstrate Practical exercises	Plenary/ group sessions Classroom	
5.2 Assess level of consciousness		The participant must be able to determine and report the level of consciousness: <ul style="list-style-type: none">• awake• responding to questions• reacting to pain• no reaction to pain	Practical exercises	Classroom	
5.3 Outline the symptoms of acute medical conditions		The participant must be able to outline the symptoms of: <ul style="list-style-type: none">• heart disease• serious allergic reaction• stroke - FAST	Theory lesson(s)	Classroom	
5.4 Assist medical personnel in treatment of acute medical conditions		The participant must be able to: <ul style="list-style-type: none">• monitor and report changes to the nurse• apply a mask on the patient and administer O₂• locate and prepare monitoring equipment• locate and prepare medications• reassure the patient	Theory lesson(s) Practical exercises Demonstration	Classroom Course premises	

Topic	6.0 CARDIOPULMONARY RESUSCITATION (CPR)				
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References	
6.1 Describe causes of cardiac arrest	The participant must be able to describe causes of cardiac arrest: <ul style="list-style-type: none"> primary heart attack (myocardial infarction) respiratory arrest/hypoxia (drowning, poisoning, foreign bodies) 	Theory lesson(s)	Classroom E-learning		
6.2 Assess the initiation of CPR	The participant must be able to assess the initiation of CPR: <ul style="list-style-type: none"> use criteria for CPR 	Practical exercises	Classroom		
6.3 Perform basic CPR (CPR)	The participant must be able to perform CPR according to national guidelines (Norwegian Resuscitation Council).	Practical exercises	Classroom Group sessions	National guidelines (Norwegian Resuscitation Council)	
6.4 Describe advanced CPR as a treatment method	The participant must be able to describe: <ul style="list-style-type: none"> describe relevant tasks for a first aider with advanced CPR describe and prepare equipment describe and prepare medications use O₂ as an important part of CPR 	Theory lesson(s)	Classroom		

Topic	7.0 TRAUMA PATIENTS (ABCDE)				
Competence objectives After completing the training, the participant will be able to:		Specification of competence objectives	Method	Learning environment	References
7.1 Prioritise in accordance with C-ABCDE when treating a badly injured patient		The participant must: <ul style="list-style-type: none">• be shown/ demonstrated and independently conduct a primary assessment and implement measures based on C-ABCDE• be able to assist in assessing the injury mechanism• be able to monitor and report changes to the nurse	Practical exercises Demonstration	Classroom	
7.2 Assist medical personnel with positioning a traumatised patient		The participant must be able to: <ul style="list-style-type: none">• assist in establishing the trauma recovery position• move carefully (“log roll”)• locate and use various types of carrying equipment• stabilise, transfer to and secure patient on a stretcher	Practical exercises	Classroom Group sessions	
7.3 Apply principles of fracture treatment and use immobilization equipment		The participant must be able to: <ul style="list-style-type: none">• if necessary, assist the nurse with the reduction/ application of traction/ vacuum splints and vacuum mattresses• if necessary, assist the nurse with the stabilization of fractures in the femur/ pelvis	Demonstration	Classroom Group sessions	

Topic	8.0 HYPOTHERMIA, BURNS, CAUSTIC INJURIES AND ELECTRIC SHOCK			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
8.1 Describe dangers and importance of own safety	The participant must be able to conduct assessments at the scene of the accident, own and others' safety.	Theory lesson(s)	Classroom E-learning	
8.2 Treat burns, caustic injuries and electric shock to skin and eyes	The participant must be able to: <ul style="list-style-type: none">• conduct a primary assessment based on ABCDE and take action• describe principles for cooling down/cleaning the injury• cover with a moist sterile dressing or burn dressing in the event of burns• be familiar with the risk of hypothermia when covering large areas of the body with moistened dressingswash eyes• describe the danger of inhalation injuries and symptoms of these• describe threat of disruption to heart rhythm after electric shock	Theory lesson(s) Practical exercises Eyewash bottle must be demonstrated	Classroom Course premises	https://stami.no/appen-stromulykke-bidrar-til-meir-kunnskap-om-straumskader/

Topic	8.0 HYPOTHERMIA, BURNS, CAUSTIC INJURIES AND ELECTRIC SHOCK			
Competence objectives After completing the training, the participant will be able to:	Specification of competence objectives	Method	Learning environment	References
8.3 Describe the dangers and symptoms of general loss of body heat (hypothermia) and wrap the patient up	<p>The participant must be able to describe:</p> <ul style="list-style-type: none">• symptoms of mild, moderate and severe hypothermia• how hypothermia is prevented• how to handle a patient with hypothermia – importance of gentle treatment and changing posture• prehospital principles for rewarming – active/passive• monitor and report changes to the nurse <p>The participant must be able to describe CPR in cases of hypothermia and drowning.</p> <p>The participant must be able to assist in wrapping a hypothermia/traumatised patient up.</p>	Theory lesson(s) Practical exercises Demonstration	Classroom E-learning	

3 ASSESSMENT AND DOCUMENTATION OF TRAINING

3.1 Assessment

The participant must be assessed during all practical exercises.

Should the participant fail the practical exercise, they must be given a reason.

Once the course has been completed, the following must be carried out:

- practical check of basic first aid (ABC), including with drowning
- practical check of CPR with AEG
- theory test

Should the participant be assessed as falling short of the competence objectives, the participant must be failed.

3.2 Documentation

A course certificate must be issued on passing the course.

4 REVISIONS

The following revisions have been made to this document:

Revision	Date
<p>Version 4:</p> <p><u>Chapter 1.1:</u></p> <p>Bullet points changed according to topic headings.</p> <p><u>Chapter 2.1:</u></p> <p>Minimum hours of practical exercises changed from 18 to 24 hours.</p> <p><u>Chapter 2.5:</u></p> <p>Added "markers (role players)" to the header. Added "Minimum competence at the level of the first responder system and necessary experience in emergency medicine. Markers (role players) are given Instructions that ensure realistic exercises and learning outcomes."</p> <p><u>Chapter 2.6:</u></p> <p><u>Topic 1.0 Organisation of emergency preparedness</u></p> <p>Competence objective 1.1 changed the first bullet point under specification from "... explain the first-aider's role and responsibility in this organisation.</p> <p>Competence objective 1.2 added learning environment.</p> <p>Competence objective added new bullet points "support functions (e.g. SAR service and 2nd line)" and "duty of confidentiality" under specification. Added method and learning environment.</p> <p><u>Topic 2.0 Introduction to first aid</u></p> <p>Competence objective 2.3 «describe basic management of a mentally unstable person» added as new competence objective.</p> <p>Previous competence objective 2.3 "describe the organization of the acute medical emergency response" changed to 2.4. Under specification bullet point "emergency response doctor (second line)" removed.</p> <p>Previous competence objective 2.4 "describe acute medical</p>	<p>24 February 2025</p>

treatment protocols” changed to 2.5. Under specification bullet point changed from “structure”. Reference changed from “operator’s”.

Previous competence objective 2.5 “use the patient monitoring form” changed to 2.6. Under specification first bullet point changed from “keep patient records”, bullet point “deal with the duty of confidentiality” removed and new bullet point “understand the purpose of patient monitoring form” added. Removed classroom and e-learning and added course premises as learning environment.

Competence objective “communicate effectively within the team” added as new competence objective.

Previous competence objective 2.6 “describe the principles for establishing an emergency hospital” changed to 2.8. Under specification bullet point “criteria for establishing an emergency hospital” added.

Previous competence objective 2.7 “describe the contents of the medical emergency grab bag” changed to 2.9 “describe materials and equipment carried by nurses and first aid team”. Under specification bullet point “the content of the medical emergency grab bag” removed, new bullet points “give examples of materials and equipment carried by nurses and first aid team to the patient” and “describe the purpose of emergency grab bag/ first aid bag/ nurses bag/ oxygen bag” added. Practical exercises added as method. Added learning environment.

Previous competence objective 2.8 “use the contents of the grab bag” removed.

Topic 3.0 Airways and breathing

Removed “A and B” from the topic heading.

Competence objective 3.1 moved “practical exercise where the patient” with associated bullet points from method to specification. Removed “presentation”, added “practical exercise” as method.

Competence objective 3.3 “thoracic stability” removed and “the participant must be able to monitor and report changes to the nurse” added under specification.

Competence objective 3.4 added bullet point “describe equipment:

mask/ bag, tracheal tube, laryngeal tube, I-Gel tube".

Competence objective 3.5 "O2 glasses" added on second bullet point, "describe indication for oxygen therapy", "use pulse oxymeters and know at least two reasons for possible error display" and "describe normal values for when O2 is not needed" added as new bullet points under specification.

Topic 4.0 Circulatory failure and fluid therapy

Removed "C, fractures" from the topic heading.

Competence objective 4.2 "communicate critical values/findings and changes to medical personnel" removed and "monitor and report changes to the nurse" added under specification.

Competence objective 4.3 "describe hazard elements and recognized recommendations when using tourniquet" added as new bullet point under specification.

Previous competence objective 4.4 "Describe the principles for treatment of fractures and the use of immobilisation devices" removed.

Previous competence objective 4.5 "Assist in establishing intravenous access and administering fluid therapy" changed to 4.4. Under specification bullet point "describe and locate relevant equipment" added as new bullet point, added "Intraosseous needle" on the second bullet point.

Topic 5.0 Level of consciousness and acute medical conditions

Removed "D" from the topic heading.

Competence objective 5.1 changed from "Make an overall assessment: A+B+C+D". Specification changed from "A+B+C+D The participant must be able to sum up and prioritise observations and measures, A+B+C+D." Added practical exercises as method. Added classroom as learning environment.

Competence objective 5.3 "FAST" added on the last bullet point under specification. Added method and learning environment.

Competence objective 5.4 bullet point "assess ABC" removed, "monitor and report changes to the nurse" added, fifth bullet point changed from "practise handling medication while applying aseptic technique". Added learning environment.

Topic 6.0 Cardiopulmonary resuscitation (CPR)

Competence objective 6.2 "Assess the initiation of CPR" added as new competence objective.

Previous competence objective 6.2 "Perform basic CPR (CPR)" changed to 6.3. Under specification changed from "the criteria for initiating CPR" with associated subsections. Removed theory lesson(s) and added practical exercises as method. Added course premises as learning environment. Updated reference.

Previous competence objective 6.3 "Perform CPR with AED" removed.

Competence objective 6.4 added "describe" on the first bullet point, second bullet point changed from "preparing medication and Instruments", added "describe and prepare medications" as new bullet point, added "use O₂ as an important part of CPR" as new bullet point under specification. Added practical exercises as method. Removed e-learning from learning environment. Removed reference.

Topic 7.0 Trauma patients (ABCDE)

Previous topic 7.0 trauma patients - head, neck and back injuries (ABCDE) changed to topic 7.0 trauma patients (ABCDE).

Competence objective 7.1 added "C". Under specification removed "the participant must be able to describe ABCDE, treatment principles and priorities", "added bullet point "be shown/ demonstrated and independently conduct a primary assessment and Implement measures based on C-ABCDE", added bullet point " be able to monitor and report changes to the nurse".

Competence objective 7.2 "carry out primary assessment, basic life-saving first aid and secondary Investigation" removed.

Previous competence objective 7.3 "assist medical personnel with positioning a traumatised patient" changed to 7.2 Added classroom and group sessions as learning environment.

Competence objective 7.3 "apply principles of fracture treatment and use immobilization equipment" added as new competence objective.

<p><u>Topic 8.0 Hypothermia, burns, caustic Injuries and electric shock</u></p> <p>Previous topic 7.0 hypothermia, burns, caustic Injuries and electric shock changed to topic 8.0.</p> <p>Competence objective 8.1 "describe dangers and importance of own safety" added as new competence objective. Previous competence objective 8.1 "treat burns, caustic injuries and electric shock to skin and eyes" changed to 8.2. Under specification removed "make assessments at the injury site, own and others' safety" and "give first aid (ABC)", added "conduct a primary assessment based on ABCDE and take action" and "describe the threat of disruption to heart rhythm after electric shock". Added reference.</p> <p>Previous competence objective 8.2 "describe the dangers and symptoms of general loss of body heat (hypothermia) and wrap the patient up" changed to 8.3. Under specification removed "monitoring a hypothermia patient, take temperature" and "threat of disruption to heart rhythm after electric shock", added "monitor and report changes to the nurse".</p>	
<p>Version 3:</p> <p><u>Chapter 2.5:</u></p> <p>Column headings in the topic table changed from "Example of method" to "Method" and from "Example of learning environment" to "Learning environment".</p> <p><u>Topic 7.0 Hypothermia, burns, caustic injuries and electric shock:</u></p> <p>Competence objective 7.1, bullet point 4 changed from "cover with moist sterile dressings or burn dressing for burns under 10 per cent, and dry sterile dressings when the extent of the injury exceeds 10 per cent" to "cover with a moist sterile dressing or burn dressing in the event of burns, be familiar with the risk of hypothermia when covering large areas of the body with moistened dressings".</p>	16 March 2017
<p>Version 2:</p> <p><u>Chapter 2.5:</u></p> <p><u>Topic 6.0 Cardiopulmonary resuscitation (CPR):</u></p> <p>Competence objectives 6.2, 6.3 and 6.4 references updated link to the Norwegian Resuscitation Council (NRR) with regard to New</p>	November 2016

Norwegian regulations for resuscitation	
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