The purpose of this caring science study is to investigate the nurse teacher’s responsibility from a perspective of caring science didactics using a hermeneutical approach. The study questions are as follows: 1. What characterizes the nurse teacher’s responsibility? 2. What does the nurse teacher’s responsibility to convey the essence and ethos of caring science to students entail?

The study is divided into three parts: the aim, the search for knowledge and the conclusion. The study includes two separate studies, a theoretical study of literature entitled “The Essence of Responsibility in the Light of Previous Studies” and an empirical study entitled “The Nurse Teacher’s Responsibility is of an Internal and External Nature and Entails a Personal Dedication of Caring Science”. The methods used in both studies are hermeneutic text interpretation and inductive content analysis.

The study originates in the essence and ethos of caring science and can be seen as a contribution to caring science didactics. It articulates and clarifies the nurse teacher’s deep responsibility and the nurse teacher’s responsibility to convey the essence and ethos of caring science to students. The results can be seen as a fusion of, on the one hand, previous research on the teacher’s responsibility and, on the other hand, the two separate studies. Previous research on teacher responsibility underlines, for instance, the ethical and honourable character of teacher responsibility, as well as the fact that it can be a struggle against evil. The theoretical study of literature highlights the centrality of ethics in the nurse teacher’s responsibility. The empirical study illuminates among other things that caritas and courage help nurse teachers to take responsibility. Nurse teachers’ responsibility is twofold, both internal and external, and also entails a personal dedication of caring science. In the interpretive movement that has taken place during the study process, the nurse teacher’s responsibility for the students’ dedication is revealed to be the deepest meaning of nurse teaching. The nurse teacher has a responsibility for the students’ dedication of caring science. Through their own personal dedication of its essence and ethos nurse teachers need to function as intermediaries for the students’ dedication of caring science. Through a personal dedication of caring science students become good caregivers with a caritative ethical attitude and can, in turn, alleviate patients’ suffering. The interpretive movement that has taken place during the study process also draws attention to the fact that responsibility can produce feelings of guilt and shame in nurse teachers. These feelings can be a form of suffering. However, suffering can be seen as a progressive movement, which helps nurse teachers feel love and compassion for students, giving the nurse teachers strength and courage in their responsibility.