In this final part, the focus is forward-looking to future trends in healthcare delivery, education, research, and the vendor marketplace through the lens of new emerging technologies and big data’s impact. Nursing education, credentialing, curriculum changes in nursing programs needed at undergraduate, doctoral and graduate levels to prepare nurse leaders to participate in and to use big data are addressed by McCauley and Delaney, Berkowitz, and Eckardt and Henly. Specific informatics curriculum changes needed for nurses are detailed by Warren, and certification initiatives for health professionals undertaken by the American Medical Informatics Association are described in the case study by Gadd and Delaney. In a delightful look at healthcare as the last holdout of resistance to the trends for industries to transition from local to global, Sermeus chronicles the emerging technologies, social media communities, and analytic tools that he projects will pull big data and big data science in nursing and healthcare into a more global sphere as well. In a concluding overview, Warren, Clancy, Weaver and Delaney offer a future look at the implications and opportunities created by the entry of big data technologies and methodologies into healthcare. These changes come with challenges for nursing education curriculum at all levels and for nurse researchers to rapidly adopt and embrace new networked data resources and analytic methods, team approach and partnerships with data scientists and industry. In healthcare delivery, technology merges with healthcare reform and reimbursement structural changes to fundamentally shift where healthcare happens and the power dynamic between patient and providers, and makes team care an imperative. Steep and rapid change is happening within the U.S. healthcare system, and it holds the promise that healthcare providers and patients alike will realize individual, family and population health and enjoy the newly invented system much more than the past.