



Integration of Virtual Nursing Care

Executive Summary

With the advent of a new virtual nursing program in the academic medical center this will call for trained nurses and nurse educators to perform as experts and leaders in healthcare informatics.

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INTRODUCTION

The annual review committee's work on accreditation a gap analysis and learning needs assessment were completed among the nursing faculty. The identified key factors of information technology, communication and device integration were highlighted as a need to provide graduates with the skills to perform safe and effective clinical care. The ethical, regulatory and legal standards were of particular interest as this was identified as a gap in knowledge. The purpose of this report is to propose a faculty professional development self-study education on Virtual Clinical Care: Nursing Student Preparation for Practice and propose resources for learning. Additional modules on ethical implementation of informatics, communication, and generative artificial intelligence (AI) clinical decision support require programmatic improvements into the nursing education curriculum.

OPPORTUNITY

Two strategic goals are identified to facilitate the optimization and integration of health informatics and emerging healthcare technologies. Teaching pre-licensure students these fundamental principles with a vision towards the future will prepare nursing students for professional success.

- 1) Prepare the faculty and future nursing school students with a foundation of courses on the appropriate use of information technologies, device integration, ambient documentation, telehealth, remote monitoring, and implications of AI in the healthcare field (Cucci et al., 2025; McBride, 2025).
- 2) Educate future nurses the importance of regulatory compliance and ethics in the setting of information technology, computer assisted communication, social media, and patient rights for information and privacy (Association for Nursing Professional Development, n.d.; McBride, 2025; Simmons et al., 2024).

RECOMMENDATION

To meet both strategic goals, the faculty will develop an improved curriculum map, in alignment with American Association of Colleges of Nursing (AACN) *The Essentials* on Domain 8: Informatics and Healthcare Technologies (2021). To meet the first strategic goal, the faculty will develop a new course for students on the adoption of home environment virtual patient monitoring and telehealth service delivery.

To meet the second strategic goal, the faculty will develop a learning module for incorporation into the existing curriculum aligning specifically with Domain 8.5 "Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care" (AACN, 2021, p. 48).

EXECUTION PLAN

The development of new virtual home programs are core actions of this health system where teams must learn innovative technologies, data gathering, and information process to provide care and decision support. This program serves the purpose of avoiding frequent readmissions, ongoing wound care, supporting mental health, and palliative care (McBride, 2025). A key milestone will be establishment of the new course and offer it by the 2026-2027 academic year. The Virtual Care Home Program is already established by the academic medical center and nursing positions are available as the program has already expanded beyond the pilot phase. The academic medical center is investing human and financial resources to initiate a pilot program in virtual nursing to assist clinical nurses on the inpatient setting in 2026. A comparatively small investment by the nursing school will prepare the graduates for positions within the healthcare system for these newly created positions. A nursing informatics professor's salary for a three-credit hour course will be the minimum investment by the school of nursing to achieve this strategic goal.

One required component that requires inclusion is the right for patients to review their own health data (component 8.5d) as related to the 21st Century Cures Act (Simmons et al., 2024). This federal law requires improved interoperability and documentation practices to improve collaborative information sharing. A second required component is the importance of clinical judgement prevailing in the setting of AI generated decision support (component 8.5e) as found in *The Essentials* (AACN, 2021).

The regulatory considerations, compliance knowledge, and data gathering will support quality improvement in the nursing education, the virtual care space, with generative AI transforming nursing education and clinical care (Cucci et al., 2025). The faculty will evaluate new curriculum modules on practical ethics into nursing practice and incorporate care plans for implementation in nursing care.

IMPACT

These goals and actions build accountable leadership to develop excellence in the future of the program, to ensure program accreditation standards, and establish improvements in the nursing graduate competencies where new nurses are ready to work upon graduation. It is imperative to prepare the nurses of the future to safely integrate technology and generative AI with ethical considerations (Cucci et al., 2025). These advances improve patient safety and reduce hospital readmissions as evidenced by empirical outcomes.

CONCLUSION

Two strategic goals and action plans will impact the School of Nursing by developing the nurse of the future. The incorporation of a virtual nursing clinical care program requires nurses who are ready to participate with either inpatient virtual nursing assistance or through the virtual home care program. Safer patient care and more efficient decision support for clinicians will allow for better care in the future. Faculty lead the student body in understanding the landscape of regulatory and legal considerations. They incorporate the newest technology into patient care through device integration which benefits efficient patient care (ANPD, n.d.; Cucci et al., 2025). Courses must be designed with the vision of the future of innovation, technological device integration, and virtual healthcare delivery. The curriculum development team is ready to expand their competencies in these areas and are ready to share this new knowledge for incorporation into the curriculum.

References

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