

## What's Your Moonshine? Podcast Series

*Dr. Chad Perlyn is Building Clinicians of the Future as He Leads NSU Florida's AMC*

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**[00:00:01] Dr. Chad Perlyn:** The secret to caring for the patient is caring for the patient. And it's the same in healthcare education.

The secret to preparing our students for the future is preparing them for the future. It's about engaging them today in the problems. It's about exposing them today to the challenges, not hiding it for them or keeping them in the ivory tower, if you will, and then sending them out into the world. It's how do we bring them into this from day one?

**[00:00:31] Narrator:** Welcome to A&M Healthcare Industry Group's *What's Your Moonshot* Podcast series where leaders seek to solve big problems and transform healthcare. Join us for conversations to hear how their vision and bold moonshots are becoming reality.

**[00:00:49] Jamie LaGuardia-Frie:** Welcome to A&M's *What's Your Moonshot* podcast. I'm Jamie LaGuardia Frie. I'm a Managing Director and Chief Commercial Officer at of A&M's Health Industry Group. I am joined by my co-host, Dr. David Shulkin, A&M senior advisor and the Ninth US Secretary of the Department of Veterans Affairs. Today we're speaking with Dr. Chad Perlyn, executive Vice President, Chief Medical Officer and Dean of the College of Allopathic Medicine at Nova Southeastern University. Dr. Perlyn, thank you so much for joining us.

**[00:01:20] Dr. Chad Perlyn:** Well, thank you for having me. This is terrific. I appreciate it.

**[00:01:23] Dr. David Shulkin:** Yeah, we really appreciate the time. And you know, it's a time that there's a lot going on, a lot of challenges in medicine, but maybe even in particular academic medicine with all potential cuts and grant funding and, you know, third party reimbursements and all sorts of things. So, tell us a little bit about how you're dealing with all these challenges and what your thoughts are for the future of academic medicine.

**[00:01:47] Dr. Chad Perlyn:** You are so correct. It is such a challenging time. All of us in healthcare, but particularly those of us in academic medicine. The tripartite mission, the heart of academic medicine are the three elements of clinical care, research and education.

As we look at the field today, there are challenges in each of those areas. One alone would be unique, not to mention all three. There are the changes in NIH funding, as you mentioned. There are the changes in student loan accessibility, which will obviously affect education. And there are on the, on the reimbursement side as well. So, the challenges are real.

And of course we spend a lot of time talking about the challenges and we need to be talking about the solutions. One of the things that I'm very proud about NSU Nova Southeastern University is we are trying to be innovative, particularly on the education side, knowing that this country needs health care. Professionals, unquestionably, the shortage is real.

How do we address that in light of these issues? So an example is how can we reduce the time and financial burden of education and healthcare? Can we look at models, some which are new but they sort of fell along the side? How do we resurrect them? This six-year medical program, two years of undergraduate education into medical school for the right student, three-year college education plus medical school, four year, four year traditional model. So creating options and models is going to be really key for our success for all of us in the future.

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**[00:03:21] Jamie LaGuardia-Frie:** So, Dr. Perlyn, we're talking a lot about the challenges in academic medical center, but when we think about the challenges academic medical centers face today, how are you thinking about it in the context of preparing the next generation of, of physicians and researchers?

**[00:03:36] Dr. Chad Perlyn:** I love that question, and it's an important one. You hear a lot about what's happening to physicians, clinicians, nurses, et cetera, in the environment. A lot about wellness programs and behavioral health programs and things like that. How do we rewind the tape and prepare our students today so that when they enter the workforce, they're better equipped to challenge these things? So we're not treating the symptoms, if you will, but we're addressing the problem.

One of the things that we very much believe in is educating not just outstanding clinicians, teaching the clinical part of medicine, but something that I like to call ACR. How are our students, whether they're doctors, nurses, PAs, it doesn't matter. ACR. How are we training healthcare clinicians that are adaptable, that are collaborative and that are resilient?

And part of that. I love the expression, I'm a pediatric plastic surgeon by training.

I love the expression. I learned it a long time ago. The secret to caring for the patient is caring for the patient. And it's the same in healthcare education.

The secret to preparing our students for the future is preparing them for the future. It's about engaging them today in the problems. It's about exposing them today to the challenges, not hiding it for them or keeping them in the ivory tower, if you will, and then sending them out into the world. It's how do we bring them into this from day one?

One of the innovative ways we've done that is partnerships, partnerships with healthcare systems, partnerships with groups like USAP, which is one of the major anesthesia groups, very interested in the anesthesia workforce. Through a collaborative relationship, we've created the USAP Center for Anesthesia Education and Leadership. So, they're getting mentorship, they're learning how to communicate they're learning how to do systems thinking along with their clinical education, so they are more prepared for the workforce today.

**[00:05:33] Dr. David Shulkin:** Well, this type of training you're talking about is pretty different than the way that you and I train.

What are you seeing that the students want right now? And how are you seeing they're growing up with technology that frankly, we probably didn't have accessible to us? Change the way that we educate our healthcare professionals?

**[00:05:52] Dr. Chad Perlyn:** It's a great, great question also. And we can spend the whole podcast talking about AI and those things. When we gave our students their white coats this year, I also gave them a book and I made a comment. This is going to feel very unusual for the dean of the medical school to be giving you a book about hospitality.

The book was really the story Unreasonable Hospitality, if you've read it. And it's not about food and wine, it's about the power of interacting with people. And this is, as dean, one of my core principles for preparing our students, not just in the MD school, but across all the healthcare

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entities that I'm engaged with is technology is there today. AI is just a new tool. It was this stethoscope. I remember when we got the Palm Pilot, the first little device in our pocket where you had access to information, and we thought the world was going to change, and it did, right? But we were still doctors.

AI today is a new tool.

As much as we focus on the science, on anatomy and physiology, we are focusing on the other skills because that's the antidote, if you will, focusing on compassion, focusing on communication, teaching our medical students how to manage the systems, the new systems that are coming, the complicated AI based systems, but also remembering they always have their skills to fall back on.

And I like to tease them, if you saw the movie Top Gun 2, right? I love seeing the evolution of Tom Cruise in that movie. And there's that great scene, the nostalgic scene where, you know, the whole movie he's flying these supersonic, incredibly technology jets, right? And then he's got to get into that old airplane 30 years ago. And the young pilot says, you can't fly that, right? And he says, it's not the plane, it's the pilot. Right? It's not the technology that makes us who we are, right? It's who we are that makes us who we are. And that's the type of messaging that we are trying to teach our students today. Because there will be a new tool in 20 years from now, but there won't be a new heart and there won't be a new soul and there's never a replacement for compassion.

**[00:08:00] Jamie LaGuardia-Frie:** So, let me ask you, so we're talking a lot about the future, right? But what does it mean to lead an academic medicine today from your perspective?

**[00:08:10] Dr. Chad Perlyn:** I love it. I love it because it allows us to really interface the three I's, right? To integrate a health system. NSU is only one of three schools that has both an MD and a D school, the only one in the country with an MD do in dental school, plus all our other healthcare colleges. So, getting to integrate those educational components just like it is when they go out into the workforce is wonderful.

Being able to innovate with technology, with clinical trials, with our innovation center, the Levan center, is great. And of course the best part is watching the impact that it makes not just on our students, not just on our patients, but obviously on our community as a whole.

**[00:08:54] Dr. David Shulkin:** What do you think it's going to mean to be a healthcare provider when your current students get to be our age?

**[00:09:02] Dr. Chad Perlyn:** I have a friend who flies 777 planes and I asked him what's it like to fly, to fly this plane and have all this responsibility and he looked at me and he said one of the truths, we don't fly the planes anymore. He said we manage the systems. And I do think that there will be some of that for us in healthcare, some specialties more than others, right? Radiology, maybe dermatology, right there, there will be certain specialties where, where AI and technology will take a broader place. But regardless of that, whether it's technology or not, we will have to learn to manage systems.

Whether those systems are technology driven, whether those systems are team-based care models, we, we will be more engaged in managing a system and we will each play our role

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depending on our training and education and so forth. So, I think that's going to be key. I think the single healthcare provider interacting with the single patient model, that will be different.

But, and here's the big but, and I say this all the time to our students, we cannot control how healthcare will be delivered in the future. We don't know what technology is coming, we don't know what new payer mechanisms are coming so far. But at the moment of truth, you still can control how healthcare is delivered. When you stick out your hand and introduce yourself to that patient and look them in the eye, you control how healthcare is delivered. And that's what I want our students to never lose sight of.

I hope that when our students are our age they are engaged, they are compassionate, they are empathetic and they want to do what's right for the patient. And that's the key. Right.

**[00:10:47] Dr. David Shulkin:** And I just. First of all, thank you so much for joining us. That's an inspiring message.

And just to make clear to our audience, when I was talking about our age, I was talking about you and me and not Jamie.

**[00:10:58] Dr. Chad Perlyn:** Well said.

**[00:10:59] Jamie LaGuardia-Frie:** Oh, stop.

**[00:11:00] Dr. Chad Perlyn:** Well said.

**[00:11:01] Jamie LaGuardia-Frie:** Well, Dr. Perlyn, that was a really powerful message. Thank you so much for sharing your vision for the future of academic medicine. Thank you so much.

**[00:11:08] Dr. Chad Perlyn:** My pleasure. Thank you for having me. I appreciate it. Thank you.

**[00:11:20] Narrator:** Alvarez & Marsal. Leadership. Action. Results.

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