Abstract
The structure of medical education, particularly in the early years, consisting of memorize and repeat is not conducive to effective medical ethics teaching. Students, particularly in their late teens and early twenties, respond well to prompts and situations that they can relate to in a personal way. This lecture will introduce some specific strategies and cases that students have responded to well over the seventeen years I have been teaching medical ethics. Techniques such as personal illness narratives, polls, and ethics current events may all help keep students interested and thinking critically about their responsibilities in their future life as medical professionals. We will review a number of methods that educators can take back to their curriculum directors.