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Letter From the Editors

Scientific inquiry increasingly engages with questions that span both microlevel and macrolevel domains, pushing the boundaries of established disciplines and demanding rigorous, reflexive analysis. As emerging scholars pose questions that interrogate the structural, social, and ethical dimensions of contemporary challenges, scientific research remains a critical tool for understanding the forces that influence health and well-being. *Georgetown Scientific Research Journal* is committed to amplifying student scholarship while promoting diversity in scientific research. In publishing the Fall 2025 issue, we are proud to highlight work that exemplifies this commitment to exploring structures and systems and advancing meaningful change within them.

The two manuscripts featured in this issue examine pressing challenges related to structural and social determinants of health, with particular attention to factors that shape patient care, trust, access, and treatment. One article analyzes how medical education falls short of cultivating trustworthiness in healthcare professionals and institutions and proposes a new framework of medical training that shifts to addressing provider-level interventions. The second manuscript investigates the beliefs and attitudes that influence support for medication-assisted treatment in rural communities, contributing valuable insight into how cultural perceptions and social context affect the adoption of evidence-based interventions. Though distinct in scope, both studies highlight the necessity of examining healthcare not only as a clinical endeavor, but as a social and institutional one. They highlight the importance of critically evaluating prevailing attitudes, behaviors, and institutional norms to inspire structural change and improve healthcare delivery and outcomes.

Taken together, the articles in this issue invite careful consideration of how healthcare systems earn legitimacy, trust, and effectiveness in the communities they serve. We commend and congratulate the authors for their readiness to engage with these complex questions and for advancing clear directions for future inquiry and intervention. We hope this issue encourages readers to engage thoughtfully with these dynamics, looking both internally at their own attitudes or assumptions and externally at current institutional practices.



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