Basic Search and Full text Access from JSTOR

Revised since 01/09/2020
Go to https://nusearch.nottingham.edu.my and click on ‘Sign in’
Select “University IT account”
Type in your ‘university username & password’ and click on ‘Login’

Note: Please ensure that you are at the authentication page with the Malaysia url link (.edu.my)
Your name appeared on the top right of the homepage indicate that you have successfully login to NUsearch. Click on “Databases”.
Find databases: JSTOR

JSTOR [electronic resource].
New York: JSTOR 1995-
Provides page images of back issues of the core scholarly journals in the humanities, social sciences, and basic sciences from the earliest issues to within a few years of current publication. Users may browse by journal title or discipline, or may search the full-text or citations/abstracts. New issues of existing titles and new titles are added approximately on a weekly basis.

JSTOR 19th Century British Pamphlets
This project preserves and provides online access to the most significant British pamphlets from the 19th century held in UK research libraries. For more information: http://www.jstor.org/page/info/participate/other/britishPamphlets.jsp

University of Chicago Press, [electronic resource].
Chicago, IL.: University of Chicago Press 1995-
A collection of journals presenting original research from international scholars in the social sciences, humanities, education, biological and medical sciences, and physical sciences.
You have successfully logged into the JSTOR.

Type in your ‘keyword’ or ‘keyphrase’ and click the ‘search’ icon.
You may further refine the search results to access the full text of the article of your interest.

Click on 'Download PDF' to access the full text of the article of your interest.
Read and click on 'I accept, proceed to download' button to access the full text article of your interest.
Institutionalized Intolerance of ADHD: Sources and Consequences

SUSAN C. C. HAWTHORNE

Diagnosable individuals, caregivers, and clinicians typically embrace a biological conception of attention-deficit/hyperactivity disorder (ADHD), finding that medical treatment is beneficial. Scientists study ADHD phenomenology, interventions to ease symptoms, and underlying mechanisms, often with an aim of helping diagnosed people. Yet current understanding of ADHD, jointly influenced by science and society, has an unintended downside. Scientific and social influences have embedded negative values in the ADHD concept, and have simultaneously dichotomized ADHD-diagnosable from non-diagnosable individuals. In social settings, insist on certain types of success, the negative values associated with the diagnostic category are attributed to people in the dichotomized “ADHD” group. Devaluation, institutional restrictions on “success” definitions and endpoints, and limited options for achieving success jointly constitute institutionalized intolerance of ADHD.