Aim:
The aim of this study was to examine nursing students' experiences of the implementation of evidence-based practice (EBP) in a clinical setting.

Method:
The sample comprised 14 female undergraduate nursing students in the second year of a three-year Bachelor of Nursing programme at a university college in Norway. The students were divided into three focus groups according to the ward in which they undertook their clinical practice. Each group contained 4–5 students.

Main findings:
Becoming skilled in the application of EBP requires practice and nurses that facilitate EBP use by students. Our findings indicate that the students were able to implement EBP according to the goals of the syllabus, but encountered clinical settings that were not sufficiently prepared, either structurally or in term of knowledge, to support and use EBP when mentoring the students.

In essence, the findings indicate a culture crash between the students' learning goals of EBP at the faculty and the application of EBP in practice. None of the students encountered nurses who actively challenged them on EBP issues. Instead, the students found that the nurses stressed that they should focus on practical nursing, rather than spending time on research and reading English articles.

The students in this study demonstrated that EBP is feasible in clinical practice, but highlighted the various factors obstructing the implementation of EBP. It is clearly inappropriate for a faculty to spend vast resources on educating nursing students in EBP if they meet a system that hinders its implementation.