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REENEW Scan

Recovery Environment and Education in Nutrition, Exercise and Wellness (REENEW)

Healthy Living, Sustainable Recovery
University of Nevada, Reno Extension

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Introduction and Overview of the REENEW Scan Tour and Assessment Guide



The REENEW Scan Tour and Assessment Guide is a peer-reviewed tool that can be used for conducting environmental assessments at recovery centers to better understand facility needs and support sustainable health improvements. The guide utilizes informal, conversational tours and highlights the importance of tailored interventions based on facility type and client care levels. The guide is suitable for Extension and nonprofit agency personnel; public health workers; community health workers; or those who promote health, nutrition and wellness in recovery settings. Utilizing an agency tour approach is a valuable method for understanding the needs of a facility, as it allows for more natural and open communication rather than structured forms or interviews. Partners are typically more willing to share insights during a tour.



1 - Facility Tour/ Environmental Assessment Guide:

Conduct a two-way conversation during the facility tour, ensuring a collaborative discussion. Identify key needs and opportunities for improvement.



2 - Educator Review and Summary:

After the tour, create a thank-you/follow-up letter that highlights the positive aspects observed during the visit. Include any gaps or needs identified and propose ways to address them together moving forward.



3 - Feedback From Facility Administrator:

Schedule a meeting with the facility administrator to discuss options to help the facility achieve its primary goals.



4 - Action Steps:

Develop a detailed action plan that includes specific tasks for both the agency and the facility. Assign timelines to each task to ensure clear responsibilities and measurable progress.



Before the Agency Tour

- Request an agency tour and thoroughly review the entire environmental assessment guide beforehand for ease of use. Familiarize yourself with the sections (by color) and questions to ensure you are prepared with the necessary information to assess the facility's needs and potential improvements.

During the Agency Tour

- Complete the environmental assessment guide while participating in the guided tour. Inform the tour guide that you will be jotting down some notes. Keep the engagement informal and conversational with your guide while still collecting important data outlined in the guide.
- Since the tour guide leads the tour, responses to questions may not follow the order in the guide. Adapt to the flow of the tour as necessary. It is recommended to conduct the environmental guide with a partner. This ensures all important information is captured, and you can compare and debrief immediately after the tour.

↙ Questions and Probes

The numbered questions represent the main areas of focus (some questions may not be applicable depending on the setting). Use probing questions to gather more detailed information. You do not need to ask every probing question. If a question or probe that isn't in the guide leads to important insights, make sure to document it in the notes section.



Levels of Care and Length of Treatment

Recovery settings offer various levels of care. Understanding this will help assess the facility's ability to implement food and physical activity changes (if applicable). Some facilities may provide outpatient services, while others offer a full range of services from intensive outpatient to residential care.

For example:

- (IOP) Intensive Outpatient: Clients visit multiple times a week but usually do not eat meals or spend much time there. Potential options include direct education classes and message boards.
- (PHP) Partial Hospitalization Program: Clients are on site most days, and meals may be provided, though typically only one to two meals a day. Potential options include direct education classes, message boards, opportunities for group physical activity and healthy snack/food options.
- Inpatient/Residential: Similar to PHP programs, clients spend their days at the facility but may reside overnight for varying lengths of time (one week to a year). Meals are provided but clients have limited control over food choices or activities. Potential options include direct education classes, message boards, opportunities for group physical activity and healthy snack/food options. Other inpatient ideas include group or team activities, such as walking challenges, that help build healthy community support.
- Transitional Housing: Transitional housing offers the most flexibility and emulates real-world settings for clients who live on site and often prepare their own meals. Potential options include direct education classes, grocery store tours, physical activity programming and cooking demonstrations. Whether clients return home daily (e.g., IOP, PHP, transitional housing programs) or stay at the facility (e.g., inpatient/residential), assessing their length of stay will help to tailor educational interventions more effectively. Keep in mind that insurance coverage can influence the duration of treatment (ranging from one week to a year).

↘ Specialty or Problem-Solving Courts

Most jurisdictions offer specialized courts that use therapeutic, collaborative processes involving judges, prosecutors, attorneys and the correctional system. These courts serve as an alternative to prison or jail or can be used as an early release program. Rather than focusing on punishment, these courts focus on underlying problems and long-term solutions. Examples include mental health courts, veteran courts, women's courts, drug courts, juvenile courts, DUI courts, etc. In some cases, classes and programs may be held at the justice centers, but generally they partner with local communities and treatment providers.

↘ Staff and Training

Understand how staff are organized and the level of autonomy they have, as this will help identify potential champions for collaboration and reveal any training needs within the agency. If the tour guide is not an agency decision-maker, you can follow up with an agency leadership meeting later. Having knowledge of the agency will allow for a much more focused and productive conversation.

Following the Agency Tour

After the tour, use the template to create a thank-you/follow-up letter that highlights the positive aspects observed during the visit. Include any gaps or needs identified and propose ways to address them together moving forward. Schedule a meeting with the facility administrator (or someone designated by the administrator) to discuss options to help the facility achieve its primary goals. Finally, develop a detailed action plan that includes specific tasks for both the agency and the facility. Assign timelines to each task to ensure clear responsibilities and measurable progress. Ensure all written correspondences use language with literacy levels appropriate for the audience.



Assessing Goal Progress and Supporting Partner Needs

Many questions in the guide include a Likert-type scale that measures intent to change behavior and allows you to gauge where the agency stands in achieving specific goals. For example, do they already have an exercise area, are they in the process of building an exercise area, do they want to build an exercise area but do not have the resources yet, or are they not interested in building an exercise area? These responses help to evaluate the extent to which you can assist the facility in reaching its goals. For example, if the facility is interested in building a food pantry but has not started yet, you can note this and offer follow-up options and/or resources to support them in achieving this goal.

Words Matter

People who use or misuse substances face multiple dimensions of stigma, including family and friends, their peers in recovery, the correctional system, recovery professionals, and health providers. Individuals especially face stigma from within themselves. Stigma is often internalized as a sort of self-deprecation, due to feelings of shame and culturally generated expectations. It may also be perceived or anticipated based on past history of enacted stigma or societal norms. This stigma can negatively affect recovery by decreasing attendance at meetings and increasing anxiety and depression, and ultimately leading to a recurrence. Other effects of stigma include psychosocial impacts, such as individuals experiencing limited access to evidence-based treatments, housing, employment, social welfare benefits and family support (Stigma Fact Sheet).

For many of us, we may have some biases or recognize that stigma is a big part of our ability to help those in recovery for substance use. Our biases can be explicit (we are aware of them), or they can be implicit (we are not consciously aware of them), meaning we have internalized stereotypes that affect our perceptions without us being conscious of it. These are often based on our upbringing or past and current life experiences. Sometimes, even in our best attempts not to hold biases, we might still possess these hidden unconscious biases.

It is important to use person-first language such as, “a person with an addiction” instead of “addict.” Most facility staff will refer to them as clients, while others might also refer to these individuals as participants. For more information, visit the National Institute on Drug Abuse’s Words Matter - Terms to Use and Avoid When Talking About Addiction (<https://nida.nih.gov/nidamed-medical-health-professionals/health-professionals-education/words-matter-terms-to-use-avoid-when-talking-about-addiction>).

Finally, how we speak to, or better yet, how we speak with individuals can have the greatest impact on the success of our changes. Determining gaps, deciding on a plan, and implementing action items does not lead to sustainable change. Involving the agencies in the discussion is critical. Using motivation interviewing-style conversations can lead to buy-in from the agency, innovation and long-term institutional changes. Motivation interviewing, used in clinical treatment and therapy, aims to help people find their motivation to make positive changes (in this case, administrators of recovery centers). Using Motivation interviewing style conversations, including open-ended questions (as opposed to yes/no questions), reflective listening and affirmation, empowers administrators to explore their reasons for change and discover their own ideas to succeed. Think of it as guiding the conversation rather than directing. Remember there are two experts: you, and the person you are talking to. They bring personal, cultural, experiential and professional expertise to the conversation.



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Date:

Site Name:

Agency Contact Information:

Nutrition Educator Contact:

GENERAL/POPULATION

1. Approximately, how many clients do you serve at any given time?

2. What audiences do you serve?

- a. Adult Males
- b. Adult Females
- c. Youth Males
- d. Youth Females
- e. Families/Children (visitation)
- f. Families/Children (housed on site)

3. What is the level of care?

- a. Outpatient (Nonresidential)
 - a. Intensive Outpatient (ICP)
 - b. Partial Hospitalization (PHP)
 - c. Transitional Housing
- b. Inpatient (Residential)

PROBE: What is the typical length of care for each?

4. How are clients referred to the facility (e.g., self-enrolled, court-ordered)? Are you a provider for Problem-Solving Courts programs (aka Specialty Courts)? If so, list the courts involved.

PHYSICAL ACTIVITY OPPORTUNITIES

5. Do you have or plan to have a gym or exercise area:

<input type="checkbox"/> Already doing	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
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PROBE: Indoor/Outdoor? Are supervised staff sessions offered? How are physical activity staff trained? What equipment is available?

6. Do you provide any internal scheduled physical activity time or partner with local agencies to provide opportunities:

<input type="checkbox"/> Already doing	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
<input type="checkbox"/> Guided/Supervised				
<input type="checkbox"/> On their own				
<input type="checkbox"/> Partner with local agency				

PROBE: What types of activities are offered? Are they mandatory for clients? Who organizes them? How often are they available? How are they promoted (e.g., posters, message boards, word of mouth, etc.)?

FOOD SECURITY

7. Approximately what percentage of individuals in your care would you say are low income?

8. Do you have or plan to create an area for a food pantry:

<input type="checkbox"/> Already doing	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
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PROBE: What resources or support systems (such as a food bank/pantry, farmers markets, etc.) are available to assist individuals with their nutritional needs? Do you refer to nearby food banks/pantries?

9. Do you refer individuals to government nutrition assistance programs, such as SNAP, WIC, FDPIR (Native American)?

<input type="checkbox"/> Already doing	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
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PROBE: What is the process? When/how does it happen?

NUTRITIONAL OPPORTUNITIES

10. Do you serve or plan to serve meals or snacks:

<input type="checkbox"/> Already doing <input type="checkbox"/> Meals <input type="checkbox"/> Snacks	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
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PROBE: Who reviews your menus? Where do the foods come from? Are there healthy options available?

<input type="checkbox"/> Already doing	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
--	--------------------------------------	---	---	---

PROBE: Type of kitchen (commercial, employee lounge, other _____)
 Who has access to these kitchens?

<input type="checkbox"/> Already doing <input type="checkbox"/> Nutrition class series <input type="checkbox"/> One-time workshops <input type="checkbox"/> Food demos	<input type="checkbox"/> In progress	<input type="checkbox"/> Planning to do	<input type="checkbox"/> Not at this time	<input type="checkbox"/> Not interested
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PROBE: What courses (name) or topics are taught (e.g., basic nutrition, meal planning, low budget options, grocery shopping, food labels, cooking demos, etc.)? Who teaches them? How long/how often are they offered? Which clients can participate?

WELLNESS OPPORTUNITIES

13. Do you organize health-related events (i.e. challenges, holiday activities) for clients:

Already doing In progress Planning to do Not at this time Not interested

PROBE: What types of activities? Who organizes them? How many individuals usually participate?

14. Do you promote/support healthy messaging or post signage to promote healthy behaviors:

Already doing In progress Planning to do Not at this time Not interested

PROBE: What messaging is provided? How is it promoted?

15. Do you have any specific health-related policies related to smoking/vaping; or bringing in outside food, candy, sodas, energy drinks, supplements, and other over the counter medications or treatments:

Already doing In progress Planning to do Not at this time Not interested

PROBE: What is the policy? Is it for staff, clients or both?

16. Do you have or plan to have a garden:

Already doing In progress Planning to do Not at this time Not interested

PROBE: Is the garden currently active? Is gardening instruction available? Which clients can participate? Who maintains the garden? Do you receive any local support for education or technical assistance?

STAFF AND TRAINING

17. Do you have or plan to have regular staff meetings:

- | | | | | |
|--|--------------------------------------|---|---|---|
| <input type="checkbox"/> Already doing | <input type="checkbox"/> In progress | <input type="checkbox"/> Planning to do | <input type="checkbox"/> Not at this time | <input type="checkbox"/> Not interested |
|--|--------------------------------------|---|---|---|

PROBE: What format (in person, virtual, email, etc.)? How often are the meetings? Do you offer any mini trainings (e.g., safety minutes, health topics, etc.)?

18. Do you have or plan to have peer support specialists or volunteers with lived experience:

- | | | | | |
|--|--------------------------------------|---|---|---|
| <input type="checkbox"/> Already doing | <input type="checkbox"/> In progress | <input type="checkbox"/> Planning to do | <input type="checkbox"/> Not at this time | <input type="checkbox"/> Not interested |
|--|--------------------------------------|---|---|---|

PROBE: If yes, how long do they typically serve in that capacity?

19. Do you have (or plan to have) trained staff or a referral plan for clients (especially females) with gender-related psychosocial and eating concerns such as weight, dieting, body image and disordered eating:

- | | | | | |
|--|--------------------------------------|---|---|---|
| <input type="checkbox"/> Already doing | <input type="checkbox"/> In progress | <input type="checkbox"/> Planning to do | <input type="checkbox"/> Not at this time | <input type="checkbox"/> Not interested |
|--|--------------------------------------|---|---|---|

PROBE: Do any of these topics come up frequently in groups or one-on-one discussions? Who do you refer clients to with these concerns? As these tend to be more gender-related concerns, do you offer gender-responsive education for topics such as this (i.e., women's groups)?

20. Do you have an interest in professional development for your staff by our team related to the intersection of nutrition and physical activity with substance use/mental health and/or special gender-related concerns:

- | | | | | |
|--|--------------------------------------|---|---|---|
| <input type="checkbox"/> Already doing | <input type="checkbox"/> In progress | <input type="checkbox"/> Planning to do | <input type="checkbox"/> Not at this time | <input type="checkbox"/> Not interested |
| <input type="checkbox"/> Training classes for PD | | | | |
| <input type="checkbox"/> Mini topics at staff meetings | | | | |

PROBE: What type of classes (trainings, short briefs)? Are there specific topics that you would be interested in? Are there certain staff members who we could potentially partner with that may be interested in supporting and promoting healthy behaviors in your facility (e.g., a champion for health)?
