

EUROPEAN LEVELS - SELF ASSESSMENT GRID



Curriculum Vitae Europass

Informații personale

Nume / Prenume

POP DANA

Adresa(e)

Număr imobil, nume stradă, cod postal, localitate, țară

Telefon(oane)

Fax(uri)

E-mail(uri)

Mobil

Naționalitate(-ăți)

română

Data nașterii

Sex

feminin

Locul de muncă vizat / Domeniul ocupațional

Experiența profesională

Medic primar interne, medic primar cardiologie, profesor universitar

Perioada

Menționați separat fiecare experiență profesională relevantă, începând cu cea mai recentă dintre acestea.

- rezident 1992-1999
- medic specialist interne –1999
- medic primar interne – 2003
- medic specialist cardiologie – 2003
- medic primar cardiologie – 2009

Funcția sau postul ocupat

Profesor universitar

Activități și responsabilități principale

Șef disciplină; prodecan – activitatea științifică

Numele și adresa angajatorului

Universitatea de Medicină și Farmacie "Iuliu Hațieganu", Cluj-Napoca

Tipul activității sau sectorul de activitate

Învățământ universitar
Sănătate

EUROPEAN LEVELS - SELF ASSESSMENT GRID

Educație și formare

Perioada	Menționați separat fiecare formă de învățământ și program de formare profesională absolvite, începând cu cel mai recent. ○ Profesor, 2014 - prezent ○ Conferențiar, 2008 - 2014 ○ Șef Lucrări, 2004 - 2008 ○ Asistent Universitar, 1998 - 2004 ○ Preparador, 1994 - 1998
Calificarea / diploma obținută	Doctor în științe medicale din anul: 2004 Masterat – MANAGEMENTUL SERVICIILOR DE SĂNĂTATE – 2009 Fellowship - European Society of Cardiology (ESC), European Association for Cardiovascular Prevention & Rehabilitation (EACPR), European Heart Failure Membru – Societatea Română de Cardiologie
Disciplinele principale studiate / competențe profesionale dobândite	Cardiologie ○ Ecografie transesofagiană – 2009 ○ Ecografie Doppler periferică – 2006 ○ Ecocardiografie – 2004 ○ Ecografie generală – 2000
Numele și tipul instituției de învățământ / furnizorul de formare	Universitatea de Medicină și Farmacie "Iuliu Hațieganu", Cluj-Napoca

Aptitudini și competențe personale

Limba(i) maternă(e)	Română														
Limba(i) străină(e) cunoscute	Engleză, franceză														
Autoevaluare															
Nivel european (*)															
	Înțelegere						Vorbire				Scriere				
	Ascultare			Citire			Participare la conversație			Discurs oral		Exprimare scrisă			
	C1	f. bine		C1	f. bine		B2	bine		B2	bine		C1	f. bine	
	B2	bine		B2	bine		B2	bine		B2	bine		B2	bine	

(*) Nivelul Cadrului European Comun de Referință Pentru Limbi Străine

Competențe și abilități sociale	Munca în echipă, cultivarea și dezvoltarea relațiilor interumane.
Competențe și aptitudini organizatorice	Cerc științific studentesc Cardiologie – Universitatea de Medicină și Farmacie "Iuliu Hațieganu", Cluj-Napoca Director Curs Cardiologie CARDIOSEN; INIMA ȘI SPORTUL – Societatea Română de Cardiologie Membru în Consiliul de Administrație al Spitalului Clinic de Recuperare Cluj
Competențe și aptitudini tehnice	Capacitate inovativă
Competențe și aptitudini de utilizare a calculatorului	Nivel avansat
Permis(e) de conducere	Categoria B

EUROPEAN LEVELS - SELF ASSESSMENT GRID

INFORMAȚII SUPLIMENTARE

Participare/conducere granturi
naționale/internaționale

1. Programul 4 – Parteneriate în domeniile prioritare nr. 41-076/2007: "*Rolul ablației cu radiofrecvență în abordarea terapeutică a flutter-ului atrial (FLURFAB)*". Manager de proiect.
2. Grant CEEEX nr. 98/2006, intitulat: "*Optimizarea tratamentului bolilor cardiovasculare degenerative la femei în postmenopauză*" (MENOCARD). Membru.
3. Programul VIASAN: "*Noi soluții alternative de reducere a colesterolului plasmatic și a altor factori*" (CARDIOVASC). Membru.
4. Program VIASAN: "*Studiul efectului hipocolestolemiant al alimentelor nutritive îmbogățite cu fitosteroli obținute din proteine vegetale*" (ALFIT). Membru.
5. Proiect IDEI PN 2. E-PROCORD - Cod CNCIS ID_2246: "*Noi abordări medicale și de modelare în era TI & C în evaluarea profilului cardiovascular la nivel molecular. Diferențe determinate de sex, vârstă și patologie prezentă*". Membru.
6. PROGRAM IDEI_WORKSHOP-URI EXPLORATORII (WE): "*Rolul mapping-ului tridimensional în abordarea aritmiilor complexe*". 2012 – Director.
7. POSDRU 86/1.2/S/58609: "*Tehnologii avansate pentru calitate în universitatea orientată spre viitor*". 2013. Membru.
8. POSDRU /189/2.1/G/156565. 2015. "*Practică formativă integrată pentru studenții la medicină*" – Expert.
9. POSDRU 179/3.2/S/152289.2015 – Expert

EUROPEAN LEVELS - SELF ASSESSMENT GRID

1. Gusetu G, **Pop D**, Pamfil C, Balaj R, Muresan L, Cismaru G, Matuz R, Rosu R, Zdrenghia D, Rednic S. Subclinical myocardial impairment in SLE: insights from novel ultrasound techniques and clinical determinants. *Med Ultrason*. 2016;18(1):47-56
2. Sitar Taut AV, **Pop D**, Zdrenghia DT. NT-proBNP values in elderly heart failure patients with atrial fibrillation and diabetes. *J Diabetes Complications*. 2015;29(8):1119-23.
3. Cismaru G, Rosu R, El Kamar N, Muresan L, Puiu M, Andronache M, Puie P, Matuz R, Gusetu G, **Pop D**, Mircea PA, Zdrenghia D. Distance between the Left Atrial Appendage and Mitral Annulus Evaluated by CARTO 3 Integrated Computed Tomography Imaging. *Med Princ Pract*. 2015;(6):555-9.ISI-1.34
4. Cismaru G, Mester P, Muresan L, Rosu R, Gusetu G, Puiu M, **Pop D**, Mircea PA, Zdrenghia D. Idiopathic ventricular premature contractions originating from the postero-lateral tricuspid annulus leading to left ventricular dysfunction. *Int J Clin Exp Med*. 2015;8(3):4690-3.ISI-1.277
5. Gusetu G, **Pop D**, Zdrenghia D, Matuz R, Petcu A, Rinzis M, Cismaru G, Rednic S. The Correlation between Exercise NT-pro-BNP and Asymptomatic Cardiac Dysfunction in Patients with Systemic Lupus Erythematosus. *Acta Endo (Buc)* 2015;11:319-324 ISI-0.268
6. Cismaru G, Gusetu G, Muresan L, Rosu R, Andronache M, Matuz R, Puiu M, Mester P, Miclaus M, **Pop D**, Mircea PA, Zdrenghia D. Recovery of Ventriculo-Atrial Conduction after Adrenaline in Patients Implanted with Pacemakers. *Pacing Clin Electrophysiol*. 2015;38(7):857-63. ISI-1.129
7. Zdrenghia DT, Ilea M, Bodizs G, Sitar-Tăut A, Zdrenghia M, **Pop D**. NT-pro-BNP during isotonic and isometric exercise in heart failure patients with preserved LV ejection fraction. *Clin Lab*. 2014;60(12):2055-61.
8. **Pop D**, Dădărlat A, Zdrenghia D. Novel cardiovascular risk markers in women with ischaemic heart disease. *Cardiovasc J Afr*. 2014; 25(3): 137-141.
9. Zdrenghia D, Ilea Maria, Zdrenghia M, Sitar-Tăut Adela-Viviana, **Pop Dana**. The effects of maximal and submaximal exercise testing on NT-proBNP levels in patients with systolic heart failure. *Rev Romana Med Lab*. 2014; 22(1):25-33.
10. Cismaru G, Rosu R, Muresan L, Puiu M, Andronache M, Hengan E, Ispas D, Gusetu G, **Pop D**, Mircea PA, Zdrenghia D. The value of adrenaline in the induction of supraventricular tachycardia in the electrophysiological laboratory. *Europace*. 2014;16:1634-1638
11. **Pop D**, Penciu OM, Sitar-Taut AV, Zdrenghia DT. Comparative heart failure profile over a 3-year period in a Romanian general hospital. *Clin Interv Aging*. 2013; 8:999-1005
12. **Pop D**, Sitar-Tăut Adela, G. Bodisz, Zdrenghia D, Cebanu M, Stanca Liana. Role of secretory phospholipase A₂ in women with metabolic syndrome. *Indian J Med Res*. 2013; 138(6):866-872.
13. **Pop D**, Dădărlat A, Zdrenghia M, Zdrenghia D, Sitar-Tăut A. Evolution of cardiovascular risk factors and ischemic heart disease in an elderly urban Romanian population over the course of 1 year. *Clin Interv Aging*. 2013; 8:1497-1503.
14. **Pop Dana**, Sitar-Taut Adela, Gligor Elena, Bodizs Gyorgy, Cebanu Mirela, Buduru Smaranda, Prof. Zdrenghia Dumitru. The relationship between matrix GLA protein (MGP) and carotid stenosis. *Rev Romana Med Lab*. 2011; 19(2):169-175.
15. **Pop D**, Procopciuc L, Sitar-Tăut A, Bodisz G, Poantă L, Zdrenghia D. BNP fragment (8-29) level and angiotensin converting polymorphism in heart failure patients in relationship with body mass index. *Acta Endo (Buc)*. 2011; 7(1):39-48.
16. **Pop D**, Zdrenghia D, Stanca L, Bodisz G, Petrovai D, Borz B. Adiponectin and leptin levels correlate with body mass index and lipid fractions but not with disturbances of glucose metabolism. *Acta Endo (Buc)* 2009; 5:329-335.

Cluj-Napoca,
19.05.2016

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		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided. I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.