



Curriculum Vitae Europass

Informații personale

Nume / Prenume

POP DANA

Adresa(e)

Cluj-Napoca, România

Telefon(oane)

Mobil

Fax(uri)

E-mail(uri)

Naționalitate(-ăți)

Data nașterii

Sex

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

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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 ○ Preparator, 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 (*)																																									
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	(*) 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																																								

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

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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 CEEX 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 hipocolestrolemiant 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, Zdrenghea 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**, Zdrenghea 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, Zdrenghea 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, Zdrenghea 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**, Zdrenghea 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, Zdrenghea 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. Zdrenghea DT, Ilea M, Bodizs G, Sitar-Tăut A, Zdrenghea 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**, Dădârlat A, Zdrenghea D. Novel cardiovascular risk markers in women with ischaemic heart disease. *Cardiovasc J Afr*. 2014; 25(3): 137-141.
9. Zdrenghea D, Ilea Maria, Zdrenghea 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, Zdrenghea 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, Zdrenghea 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, Zdrenghea 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**, Dădârlat A, Zdrenghea M, Zdrenghea 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. Zdrenghea 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, Zdrenghea 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**, Zdrenghea 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.

EUROPEAN LEVELS - SELF ASSESSMENT GRID

		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.